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VOL. 16-17
1962-64

Montana State Library
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STATE DOCUMENTS

Montana Libraries

Vol. XVI OCTOBER 1962 No. 1

School Library Issue

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Cover picture courtesy of Mr. John A. Forssen, Feature Writer for the MISSOULIAN, taken during National Library Week, 1962.

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State Library Commission:

Miss Kathleen Campbell, Chairman
Mrs. Walter Houchen
Mrs. Joe C. King, III
Mrs. J. B. Mast
Miss Harriet Miller

MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian.

INFORM YOUR CANDIDATES

By Margaret Warden, Chairman
Montana Library Association Legislative Committee

It has been my good fortune to visit every county in this large state during the past three months and a most rewarding experience it has been! This has given me an excellent opportunity to meet with key people in every community and to renew my acquaintance with the editors and publishers of the newspapers of the state. As a result, we should have a large and comprehensive legislative committee for the Montana Library Association and put into practice all of the good things we learned at our Conference in Missoula last May. Everyone with whom I talked shares our concern for the problem of library support and we have the assurance of help and good counsel from a great many people of influence in the state.

Soon I will be writing a personal letter to each librarian and with each letter, I will enclose a list of the local committee members who have agreed to serve. You will remember that those fine legislators who took part in "The Library in the Legislative Process" stressed again and again the importance of informing our Representatives and Senators of our needs and our wishes. It is essential that we follow this good advice and if we do an effective job, we can be sure of success in our worthwhile undertaking.

We are asking for adequate support for the State Library Commission. To secure this, we must relate this invaluable state service to each area. Those of us who serve as trustees or who are employed in library work—and those many friends and patrons who have enjoyed the services of the State Library—will find it difficult to believe that there are people in the state who are unaware of this service. I had this brought home to me on several occasions on my recent visit out and around the state and I realized that we have a real job of interpretation to do.

We believe that books and reading are essential to our well being and to our growth as an individual, increasingly so as our society becomes more and more complex. So that our libraries can prosper and grow; so that we realize the ideal of books easily available to every resident in Montana, we need the leadership which the State Library provides.

An adequate budget for the State Library is our next big step in Montana and this we can have. Our State Library can be exactly as good as the people want it to be. Let us keep this fact firmly in mind for we know it is true. Let us join together in an all out effort to acquaint every candidate for the Montana Legislative Assembly with the services of the State Library Commission and send every member to Helena not only fully informed but well aware that his community wants this service.

CONGRATULATIONS TO DR. DARLING

Montana's Dr. Richard L. Darling has been appointed to the position of School Library Specialist in the Library Services Branch, Office of Education, Washington, D. C. Dick assumed his duties last May and has been working in close association with Miss Mary Helen Mahar, Children's and School Library Specialist.

Dick left his position as Assistant Professor in the School of Education at Montana State University where he had instituted a fine instructional program in Library Service, to become Director of Libraries for the Livonia, Michigan, school system. Here, too, he acquitted himself with distinction and is to be commended for setting up a coordinated school library program that has received wide recognition for its excellence.

He will return to Montana this Fall as guest speaker at the Montana Education Association meeting in Great Falls. His topic will be "Trends in School Library Development" and will include a discussion of recent developments in education and their importance for school librarians.

Congratulations and all good wishes go to Dick Darling from his many Montana friends!

ALMA S. JACOBS IS HONORED

We are proud to announce that an honorary Doctor of Letters degree was conferred upon Mrs. Alma S. Jacobs, Librarian of the Great Falls Public Library, on August 17 at the summer commencement exercises of the Montana State College in Bozeman.

Her citation read as follows: "For outstanding leadership in your profession calling you to positions of high honor and responsibility in the state, region and nation; for unusual perception which has made you aware of the need of your community and state, and for your vision and administrative ability which have enabled you to provide new and useful patterns of library service; for the qualities of understanding and judgment you have used so ably in a wide range of consultative positions of trust; for your quiet but effective work in the field of civil rights and your appointment to the Montana Committee Advisory to the U. S. Civil Rights Commission; and for your unselfish service to your community in its professional, religious and educational life; I have the honor to confer upon you by virtue of the authority vested in me by the State Board of Education, ex officio Regents of the University of Montana, by law, and on the recommendation of the faculty of Montana State College, the honorary degree of Doctor of Letters." The citation was signed by Dr. Roland R. Renne, President.

Alma Jacobs has served most ably as librarian of the Great Falls Public Library since 1954. She was graduated from Great Falls High School and received a Bachelor of Arts degre from Talledega College in Alabama and a Bachelor of Science degree from the Columbia University School of Library Science. Mrs. Jacobs was an assistant librarian at Talledega from 1939 until 1945 and was a catalog librarian in the Great Falls Library from 1945 until she became librarian.

Congratulations and heartfelt good wishes go to Alma Jacobs from all of her good Montana friends. We are justly proud of her for her many fine attributes and accomplishments. No one in the profession could be more deserving of honor.

GADFLY IN THE LIBRARY OINTMENT

By W. W. Wetzel, Principal, Missoula County High School

During my years as a high school principal and superintendent it has been my good fortune to be associated with a number of gifted and dedicated librarians. After observing this rare breed for more years than I care to admit, I have concluded that their talents have been exceeded only by their perseverance—which may be either a virtue or a vice, depending on the condition of the budget, the mental outlook of the school board, and the economics of the community.

However much a determined librarian may plague a harassed administrator, there can be no question as to her value to an educational institution. Librarian are, or should be, like Socrates' famous gadfly. You will recall that Socrates in his "Apology" said "I am that gadfly which God has attached to the state (read school), and all day long and in all places am always fastening upon you, arousing and persuading and reproaching you. You will not easily find another like me, and therefore I would advise you to spare me. I dare say that you may feel out of temper (like a person who is suddenly awakened from sleep), and you think that you might easily strike me dead . . . and then you would sleep on for the remainder of your lives, unless God in his care of you sent you another gadfly. When I say that I am given to you by God, the proof of my mission is this— if I had been like other men, I should not have neglected all my own concerns or patiently seen the neglect of them during all these years, and have been doing yours."

One hears much these days about "educational climate." There can be no question but that the educational climate of a school originates in its library. There can be found the "high pressure" or "low pressure" systems which spawn educational fertility or educational sterility.

Recognizing the importance of the library and the librarian as the center of the school program is not enough, however. Like every high

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sounding educational ideal, it doesn't amount to much if it is not grounded on that old solid, prosaic fact of life—organization.

Missoula County High School has had a problem which is quite new to Montana—that of building libraries for two "equal but separate" high schools. To do this economically, efficiently, and without unnecessary duplication of reference material, has necessitated the development of a coordinated system of library services which seems to be working satisfactorily.

Keys to the success of this plan have been the two cooperating, trained, experienced librarians, who have formulated and expedited what we feel is a practical solution to our problem.

Basic to the plan is the establishment of one library headquarters where book purchases are made and new books and other materials are catalogued and classified according to accepted library practices for both libraries, eliminating duplication of efforts. In this center, which in Missoula is the South Avenue High School where more adequate facilities are available, a union card catalog is maintained, making possible the finding of needed information and materials quickly to both schools. A complete inventory of shelf offerings for both libraries is available in both schools, but compiled at the South Avenue school. The division of duties is planned by the head librarian, who also has the responsibility of directing the instructional program.

Other advantages of the central library headquarters are the more efficient use of clerical and student assistants, whose work is scheduled from the one office. They are taught the routines of processing, arranging, and circulating library materials, and the skills necessary for the care and repair of materials.

Basic to the success of the library program is the record keeping and evaluation which shows the actual use and needs of the library. A real effort is also made to anticipate future needs by encouraging interest and suggestions from faculty members. Inventory and the statistical records needed for reports are centrally located for easy access by the administration office.

A new book selection policy was set up last year by the board of trustees, which the librarians and the administration feel has resulted in a substantial undergirding of the librarians in intelligent and responsible book selection. Basic library policies are, of course, determined by the trustees and are under the direction of the school administration. Rules and procedures for circulation of materials were drawn up by both librarians and apply to both buildings alike.

Future planning includes one audio-visual and technological equipment center, one professional library, a Western Americana collection center and a community resources file, all available to both schools.

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If it is true that a school is only as good as its library, it is doubly true of M.C.H.S. We feel that our system of coordinated library services is helping us to reach our ultimate goals which are maximum library use and the encouragement of independent study.

PLAN OF COOPERATION IN MISSOULA SCHOOLS

By Letitia Johnson, Head Librarian
Missoula County High School

In late October of 1961, the School Board of District One in Missoula announced the employment of a supervisor of libraries for the 15 elementary schools in the District. The announcement was a happy surprise to many people, for although there had been some speculation as to when a program of library development and expansion might be initiated in the city's elementary schools, few people were optimistic enough to expect it to happen as soon as it did. Mrs. Peggy Gadbow, earlier employed as Consultant on the staff of the State Library, was appointed to fill the new position and a most excellent choice this was! Her close acquaintance with the plan of cooperation that is working so effectively for public libraries in the state prepared her beautifully for her new position. The underlying principle of cooperation applies equally for school library development and sets the pattern for Missoula schools.

The plan was as simple as this: to start where they were, to make the best possible use of what they had, and to develop from there. The fifteen elementary schools were in various stages of development. Three new schools in the district had central libraries but one was lost because of large enrollment and converted into a classroom. None of these libraries was supplied with a basic collection, and the beautiful library shelves were virtually bare. One older school also had quarters provided for a central library and had been acquiring books for some years so that at least there was a small and partially cataloged collection. Three of the schools were housing collections in space made available in a supply store room, corridor room, and a space temporarily walled off at the rear of an auditorium. One of these had a trained teacher-librarian and a cataloged collection of recommended books. Another school collection had been cataloged by two volunteer PTA members, both of whom were trained librarians.

In order to make the best use of the budget given each school, (based on the $1.75 per pupil), the principals and teachers were encouraged to use the CHILDREN'S CATALOG and the AMERICAN LIBRARY ASSOCIATION BASIC BOOK COLLECTION FOR ELEMEN-

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TARY GRADES as book selection tools. Most of the schools, by ordering heavily in the fields of science and mathematics, were able to take advantage of the matching funds provided under the terms of the National Defense Education Act. Other subject areas can be implemented with new books in the future as funds are available.

Peggy reports that nearly 5,000 books were added to the collections during the school year. These were ordered, cataloged, classified, and processed centrally and delivered to the individual schools ready for circulation. Volunteer help from Gray Ladies and parents who believed that students must have the educational advantages of a good school library made this monumental task possible.

Thirteen of the schools now have centralized collections with the cataloging of the back collections completed or nearly completed. The remaining two libraries will be centralized and the cataloging finished during the coming school year. Since all of the teacher-librarians carry full teaching loads in addtion to their library assignments, principals, secretaries, teachers and parents have spent many hours typing cards, shelving and processing books in the old collections, and providing the supervision to keep the libraries open. In one school, student assistants have taken complete charge of the library routines with only the supervisory help of a busy teacher.

Stephen D. Stanley, Missoula grade school student, won a National Library Week award with this picture of his elementary school library.

The 800 album record collection which is housed in the administration building has been cataloged and a complete set of catalog cards for this collection placed in each school library. The 5,000 filmstrip collection, also centrally housed, is being cataloged by subject. Catalog cards for this collection will be in each school library this fall.

The key to Missoula's District One program of library development is the word, "cooperation." The progress made in seven months was only possible with complete backing, cooperation, and hard work from the school superintendent, board members, the curriculum director, principals, teachers, students, and parents. Through cooperation the development of a library program could begin, even though conditions were not ideal.

Because a large percentage of the pupils graduating from the Missoula elementary schools will come to this county high school, Peg

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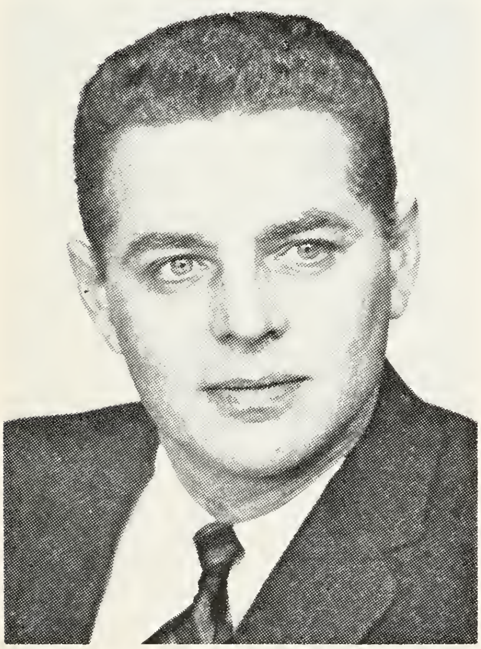
and I are mutually enthusiastic about a cooperative plan for library use and instruction in grades one through twelve. We have prepared a tentative plan for presenting and reinforcing library skills at each grade level in the belief that: (1) effective use of books and libraries is a skill learned through application in a gradual, continuing program of library instruction; (2) the school library functions as an integral part of the educational program and that instruction in the use of library materials is desirable in attaining the goals of that program. It is our hope that a cooperative program between our two systems will strengthen the schools' efforts to provide students with optimum learning experiences for intelligent and efficient use of library resources.

This is the first step toward a dynamic school library program. As we progress we hope to develop other areas of cooperation and will work diligently together to achieve our objectives.

COME OUT OF THE WORKROOM!

By Dr. Albert L. Goldberg, Coordinator
Livonia Public Schools, Livonia, Michigan



Some months ago a friend and former student of mine dropped me a copy of a letter he wrote to the president of a state organization following his attendance at the latest professional meeting in that state.

"It is not my nature to complain about conference programs," he wrote, "but since I am a dues-paying member of **** and dissatisfied with this years programs, I suppose I have the right."

The second paragraph got closer to the heart of the matter. "While it is true that the Spring conference was for the 'classroom teacher and the Audio-Visual specialist', it seemed to me that there was extremely little of interest or value to the specialist. Of the three sessions I attended only one had any (remote) value to the specialist. The other two were elementary in the extreme."

Going on with observations about the other conferences during the year he said, "Actually, in all three conferences held this year, I

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was very disappointed. It seems to me that if **** is going to be an organization to help the specialist with ideas and inspiration we had best be working with things that are new. Tape recording techniques, mounting pictures, etc. are pretty old stuff. . . ."

I suspect that this letter with some modification would qualify as an appropriate response by various people in other disciplines in the education process. The truth of the matter is that we are burdening our colleagues with much 'pretty old stuff.' After all, how many sessions, how much time and travel can be devoted to mending books in good conscience, when the world moves as rapidly as it does?

In dealing with our colleagues, how are we attempting to raise our mutual professional sights? Are we drawing new people who have the capabilities of leadership? Do people who have leadership potential in fact have access to local decision-making? What means of communication is provided for the exchange of better ideas to others? These are only a few of the relevant questions, to be sure. But in sum the answers form the image of the professional group endeavor.

In these days of rapid technological changes all of society needs to have articulate yet perceptive spokesmen if we are to find useful application of the fruits of technology. It is of great moment that those who have responsibilities in the educative arts and the communication media move speedily and adroitly to search for the better way and to disseminate this information to ones conferees. And as it is in other life situations it is important to have dedicated followers as well as visionary leaders.

I suggest that the fields of communication and of education broadly conceived have a fair share of both leaders and followers. But perhaps instead of trying to proselytize the unbeliever they should turn their mutual efforts toward the application of what they believe.

It would seem that having taken this step, then, the topics, "How to mend a book" or "How to thread a projector" and subjects of this order would wind up lower in the scheme of things than they now appear to be; that is if the extracts of the letter mentioned earlier has verity.

If I can take a page from observations about the status of audio-visual education teaching, these points can be probed in depth.

A decade ago an audio-visual class was sure to include several sessions on how to "thread a projector, how to splice a film, how to evaluate films, how to make hand-made lantern slides (3½x4")," and similar topics. In time we added sessions on "light control, facility

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planning, administration and budgeting, operating materials libraries, sources of materials, evaluation of program effectiveness, and a smattering of research in audio-visual techniques." In some institutions any one of these topics may have become a separate entity, a course for two or three hours credit. In fact, one institution I know of lists a full semester course offering two hours credit in "Bulletin Boards." It appears that the audio-visual and the librarian both are subject to such ills in their respective professional schools. The illustrations are indeed countless.

Looking now at the consumer of such educational opportunities: the teacher, the librarian, the audio-visual specialist or whatever, must, you say, have something in mind while selecting a particular course which will engage his attention for a quarter or half a year. This state of mind is easily gauged, or so it seems. "I need this course to complete my certification requirements; my advisor suggested the course; I want to learn how to find good materials for—(subject area); our school bought a new projector and I don't know how to thread it or what kind of bulb (projection lamp) it uses; what kind of record player is best?"

These questions are not untypical. They suggest a variety of aspirations and expectations on the part of the students. This is to be expected. Most classes in basic courses in any field are extremely heterogenous. In our situation this state of affairs is compounded by the fact that the heterogeneity stems in the main from a varying length of time in affiliation with an educational institution, and if not that direcly, a responsibility in such an institution which may be teacher, librarian, coordinator, supervisor, secretary, principal, superintendent, coach, or what have you.

The student may possibly conclude the course feeling that it was not practical enough—"I teach home economics and we didn't see many materials that concerned this area," or "our schools don't have overhead projectors. Why did we spend time watching demonstrations on how to make transparencies for this machine?" and lastly, "we spent too much time on learning and child growth and development things. I learned that several years ago in Ed Psych." The list could be extended, obviously. Perhaps, through such responses we aren't developing followers. But we are laying the seeds for dissatisfaction, and dissatisfaction is the key to quality.

Those who propose to become change agents—and all of us in the educational communication process must—should be able to close the gap for those who are coming, whether student, or colleague. We are

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the bridge between technological changes and their effective employment in the search for solutions to our problems of positive functioning in the space age.

Those in positions of leadership, then, must assess their priorities, must develop a core of growing followership, and insure to themselves and their colleagues the opportunities for personal and professional growth through rapid communications and effective inter-action.

The teacher who wishes to buy a record player will find the answer conveniently, without travel, because leaders will recognize this as a common question which can obtain a quick, authoratative reply. Television, as those with experience in this medium have demonstrated, can be used to disseminate a wide variety of substantive, up-to-date information across long distances, and can, used properly, develop a crucial, unifying influence among its subscribers. Certainly this is a boon to the professions; and medicine has demonstrated as much.

There are ancillary questions here about leaders, who they are, how they operate, and under whose auspices, which are relevant but can only be mentioned here as operational. And I can only hope that those of us who have ideas which may be worthy can find access to the leadership (which I equate with decision-making). This lack of access, I fear, is a major deterrent to the growth all of us hope to engender in whatever our professional bent.

In conclusion, I should like to return to the dissatisfaction element in our professional personalities and suggest that each of us formulate some sort of credo, using it as the theme.

For a start I submit this portion of an editorial in OVERVIEW, January, 1962, page 11:

"For most of us to get quality is to stir things up. We must accept the impossibility of getting universal cooperation, let alone enthusiasm, for some single-purpose program. Our job is to encourage **constructive** (emphasis mine) dissatisfaction, indivdual and group study, experimentation-cum-evaluation—in short, to be happy only when every compartment in our cauldron is bubbling. Out of this purpose-centered seething will come quality."

How to select leaders and followers who are committed to this philosophy is one of the challenges of our times. I have the gnawing feeling that Librarians who do not leave their work rooms and audio-visualists who find security in splicing films and repairing projectors are not listening.

Our Responsibility for th

It has been a real pleasure for me to have the opportunity of attending part of your 49th annual conference—and of having the opportunity to speak to you this noon.

A check of my calendar revealed that the first time I was privileged to talk with you was in May of 1958 in Billings. At that time, because I had taken office approximately one year before and was still an unknown quantity to many of you, I tried to give you some idea of my thinking. I stated my belief in the important role of school and community libraries; indicated the need for a school library handbook; pledged my support and that of my office in assisting school librarians and administrators to expand library facilities throughout Montana; and expressed the feeling that we, librarians and educators, share a mutual responsibility: that of working together to provide every opportunity for the personal growth of our citizens, young and old.

I believe this is "Our Responsibility for the School Library Program"—as my speech today is entitled—the responsibility of working together to provide every opportunity for the personal growth of our citizens, young and old.

While I do not think we can ever rest on past accomplishments, I do believe that great progress has been made by school librarians, public librarians and educators in making the citizens of our state more aware of the pleasures and importance of reading. You have had outstanding Library Week programs, communities have been recognized for their libraries, your Association has received a grant for the School Library Development Project, and I believe citizens are becoming more and more aware of library services and their importance.

Since libraries are a public service and as such are supported by the tax dollar, it is my feeling that you have achieved a real milestone in your convention program this year by addressing yourselves to the topic of "The Library in the Legislative Process" and by having four legislators participate in a panel discussion. Surely they have a better understanding of your problems and thinking, and likewise you gain something from them.

Several years ago we had Luke Wright, capitol correspondent for the Great Falls Tribune, speak at our annual school administrators' conference on the topic "A New Market for Your Talents." Luke is a fine newspaperman with a keen insight into the human nature and public relations. Of the many excellent suggestions which he gave to us was one I frequently remember. He said, "The trouble with you

chool Library Program

educators is that you talk only to yourselves. You pat each other on the back and cry on each other's shoulders. You reach only each other." I wonder if this same comment is not equally valid for librarians. I suspect you tend to do the same thing that we in education do. You tend to talk only to yourselves. This is one of the reasons that I think having legislators on your program is so significant.

You know, people have to want a public service—whether it be libraries, highways or schools; people have to recognize the need for the public service and feel that it is vital enough to them to work for and pay for. You, as librarians, can talk yourselves hoarse on the need for good libraries, outstanding libraries, high school library standards and so forth, but somebody has to want them very much to make them a reality. The same thing is true with educations. For this reason, I believe the more you can involve the citizens in your thinking and planning, the more likely you will be to succeed. The National Library Week program has contributed so much to this type of involvement. The statement of Abraham Lincoln printed in your program, expresses succinctly this need to reach out beyond our own professional circles to accomplish our objective: "With public sentiment nothing can fail, without it nothing can succeed."

Now let's look at the state educational agency—the office of the State Superintendent of Public Instruction—and see how we measure up to **our** responsibility.

In 1961 the Council of Chief State School Officers issued a policy statement on the "Responsibilities of State Department of Education for School Library Services." Two members of my staff served on the study commission which prepared this report.

The Guiding Principles set out in this policy statement include the following: "The state department of education should administer state-level services for school libraries. If any state department of education

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lacks legal authority for these services, the necessary authority should be granted.

"The state department of education is the agency which should provide leadership and supervisory services to promote the development, operation, and effective utilization of school libraries by local school authorities.

"The state department of education should administer school library services as an integral part of its instructional improvement program.

"Standards or requirements for the approval and accreditation of schools by the state department of education should include quantity and quality requirements for school libraries.

"There should be a high degree of coordination within the state department of education on matters involving the relationship of school libraries to:

Supervision
Teacher education
Certification
Standards
Curriculum
Materials of instruction
School plant
Research
Evaluation of schools

"The state department of education should foster the concept of the library as an integrated instructional materials center, including books, periodicals, audio-visual equipment and materials, and give guidance in recommending financing and staff necessary to develop this broadened concept."

How do we measure up in terms of these guiding principles and what are our needs?

The State Superintendent of Public Instruction's responsibility for school libraries in Montana harks back to the laws of 1895. The problem today is not one of the lack of legal authority, as is true in some states, but rather the lack of funds to employ a School Library Supervisor. As I am sure you know, I have called attention to this need in my 1958 and 1960 Biennial Reports and will do so again in my 1962 Biennial Report to the Governor and Legislature.

We have tried to help meet this need for a School Library Supervisor by the appointment of a State Library Committee which has developed the excellent **Guide for Montana School Libraries.** This committee is composed of school administrators, public librarians, school librarians, university personnel and staff members of the Department of

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Public Instruction. We have sought the cooperation of you in M.S.L.A.—both as an association and as individuals. We have worked closely with the State Library Commission, and this year we devoted approximately ⅓ of our annual administrators' conference to the subject of the school library. Miss Mary Helen Mahar of the U. S. Office of Education participated in this program as did a panel of librarians and administrators.

In developing the new accreditation standards for the elementary schools and revising those for the high schools, we have established 5 basic standards. These include:

- I. Alministration and Supervision
- II. Teachers
- III. School Program
    - a. School Term
    - b. Curriculum
    - c. Library Services
    - d. Guidance and Counseling
    - e. Pupil Records
- IV. School Plant
- V. General Spirit and Tone of the School

Standard III, the School Program, includes Library Services as a specific item—to indicate clearly that Library Services form a vital part of the school program.

The requirements for the school library have been strengthened as have the requirements for the training of the school librarians. I believe we have made great progress in making school trustees, teachers and citizens aware of the need for, and importance of, an adequate school library. Our correspondence from school trustees, clerks, teachers and citizens regarding the school library standards has increased markedly as we have increased these requirements and tightened up on their enforcement. At first much of this correspondence was critical. Today, we have very little of this. Most of the correspondence expresses concern for doing what is required and reflects pride in what is being accomplished.

We have sought within my office to coordinate the instructional program and its cornerstone, the library, with teacher education, certification, school plans, etc. Our accreditation standards include statements on the type of library facilities which ought to be provided. These do not envision the library of tomorrow which Mr. Robinson mentioned, but they do set goals for improvement in the physical facilities of the school library.

Although we have made much progress, we still have inadequate budgets in most of our schools for books, periodicals and other instruc-

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tional materials, as well as for trained personnel to assist students and teachers. We know the vital role that an outstanding library with qualified personnel can play in a school program; but not everyone agrees with us—some because they have never experienced the world of books, others because they see no value in spending money for books.

I have frequently expressed concern over the fact that students leave school without a true understanding of our public education system and their responsibility for supporting it. Somewhere along the line the idea that the schools are "of the people, by the people and for the people" gets lost. We graduate some vocal young people who feel little or no responsibility for the education of those coming after them. This is a serious problem for America today.

I am also concerned with the fact that young people graduate from high school and even college without developing the "library habit." We must strive constantly to open the doors of fine libraries to our youth and adults. Our people should react almost subconsciously to a new problem, a new idea, a new challenge, or a do-it-yourself project, by wanting to go to a library for background and current information. All too frequently they do not do this. Rather they make up their minds on the basis of prejudices, misinformation or facts borrowed from someone else, or they never stop to realize that the do-it-yourself project they have outlined for themselves could be accomplished more easily with the help stored in the local library.

The key to developing the "library habit" for our people is a fine, inviting and well-used school library and a fine, inviting and well-used children's library in the community. If children learn early in life that the library is fun, that it enables them to learn new things and find answers to their questions, they will retain this idea through life and the public sentiment necessary to carry a community and school library program forward will be there.

We have much yet to do to convince people of the necessity for adequate and, hopefully, outstanding library facilities in both our schools and our communities.

Our responsibility, yours and mine, is to open the eyes of people —and keep them open—to the wonders of books for professional advancement, personal pleasure and a deepened understanding of others. By so doing, we will contribute to society and to the strength of our free nation.

—Address given by Miss Harriet Miller, Superintendent
tion conference, Missoula, May 5, 1962.
of Public Instruction, at the Montana Library Associa-

A LETTER FROM MARY ANTUNES

Dear Friends,

Now that the time is approaching for another legislative year, we librarians of Montana may view with pride the advancement in quality and service that our libraries have achieved. While we are justly proud of the vast distances in our state, these distances and the small population have made library progress both slow and arduous.

The advancement of our libraries has been the result of the work of many people. However, no one knows better than those of us who are practicing librarians that the greatest aid in this progress has come from the Montana Library Commission. There is no library in the state that has not been helped by the Commission. Sometimes the help has come in the form of books, and sometimes the help has been advice on professional techniques and standards. Most of our Montana libraries have small budgets and few staff members. To this group in particular, of which my library is one, the leadership of the Library Commission in keeping us informed on national progress and attitudes is of utmost value.

Let us shown our appreciation by making known throughout our communities the services of the Montana Library Commission and their needs. Most particularly see that this material is given to the local state legislators, before election and **after.**

Excellent libraries in all the cities and towns of Montana will greatly benefit our state. We must do our part in making this so by actively supporting the Montana Library Commission. Library service can be just as good as the people want it to be.

Our Montana State Library Conference will be held in Great Falls on May 10, 11, 12. The theme will be **"Live With Books".** This will be our fiftieth annual meeting and will be a golden, gala affair. Start planning now to attend!

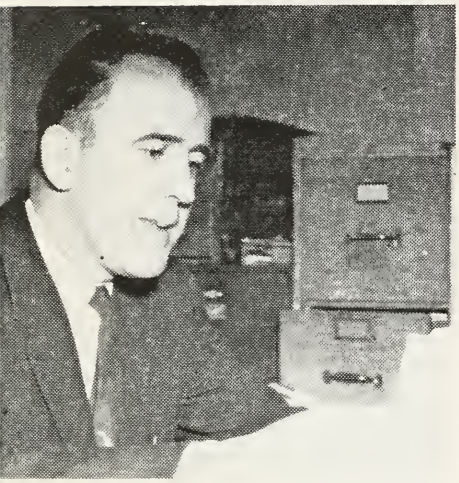
Sincerely yours,

Mary Antunes, President

Montana Library Association

PROGRESS REPORT

By Alve Thomas, Chairman, Montana School Library Committee



My past year as Chairman of Miss Harriet Miller's School Library Committee has been a pleasant and rewarding experience. The committee was appointed on September 4, 1958 by Miss Miller with a three-fold purpose: 1—To aid in stimulating interest throughout Montana in the important role of school libraries. 2—To offer advisory service, where needed, in establishing school libraries. 3—To provide established school libraries with a clearing house for suggestions and recommendations for improving and expanding their services.

Accounts of progress have been printed with some regularity in this publication so I will not review past accomplishments. We are pleased to report that the Office of the Superintendent of Public Instruction completed their publication the **Guide for Montana School Libraries,** and this has been distributed to every school in Montana. Comment has been most favorable not only in the state but from many other states in the nation. The Guide provides a brief and succinct outline of good library procedure and has proven to be of inestimable value in the small school library where the librarian has had limited preparation in her profession.

Montana received a grant from the American Association of School Librarians, School Library Development Project. Mrs. Letitia Johnson, Librarian of the Missoula County High School, is Chairman of the Committee for Montana and has kept the School Library Committee well informed of progress. At our meeting in May she gave us the following summary on the state-wide survey which was undertaken by her Committee:

"This survey indicates that the state's number one need is qualified library personnel. Five hundred twenty-seven elementary schools reported 'no librarian' and twenty-five secondary schools reported no time during the school day for the librarian to serve the students. The average Montana school employs a librarian two and a half hours—or less than half a day.

"Such a shortage of library personnel and time to serve would suggest that clerical help for the routine tasks and sharing of qualified

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* Alve Thomas is Superintendent of Schools in Sheridan, Montana.

(Continued on Next Page)

personnel among schools would allow a fuller utilization of the professional librarian's services.

"Shortage of qualified personnel has numerous implications. They are reflected in the limited contribution that the library makes to each individual child's education. Lack of qualified personnel curtails the usefulness of money spent for library materials. In a quantitative survey such as this—the number of titles or volumes in a given collection is meaningless, for it is evident that without the services of the trained librarian to select quality materials, weed that which becomes out-dated and misleading, and to organize the collection for accessibility and utility, no library program is possible.

"The need for a state school library consultant is most evident—to give professional assistance through in-service training programs for teachers and librarians, to be a ready source of reliable information on professional library skills and use of library materials in the curriculum, and to spearhead efforts for recruitment and training of library personnel in the state. This survey corroborates the need for consultant service and in-service training provided by a school library supervisor that was pointed out by Richard L. Darling, in the 'PNLA Library Development Project Reports.'

"This survey further indicates that insufficient funds are allocated for the schools' library programs. The elementary school libraries with no quarters for a centralized collection, the secondary schools with combined study hall and library quarters, the lack of library personnel again, few clerical assistants—all show a shortage of funds.

"Budgets may meet state or regional standards and still have an inadequate number of books to serve the students' requirements for average or better than average educations. The American Association of School Librarians furnishes goals to achieve in STANDARDS FOR SCHOOL LIBRARY PROGRAMS, 1960 if the library is to accomplish its part in providing educational opportunity. The majority of schools in the state are too small (since library budgets are based on a per capita figure) to provide quality materials on a variety of subjects without a source of central supply or a type of cooperative sharing."

The Library Development Committee has devised the following plan and this has been approved by the State School Library Committee. All of the members will put forth every effort to carry out the plans.

Short Range Plans:

to publicize and encourage use of the A GUIDE FOR MONTANA SCHOOL LIBRARIES

to encourage library instruction, grades K-12, and to encourage

(Continued on Next Page)

wise use of library materials (books, filmstrips, recordings, and other learning materials regardless of format)

to promote public relations programs that show the library to be an essential part of any quality education effort and to develop a climate favorable to the attainment of the American Association of School Librarians SCHOOL LIBRARY STANDARDS, 1960 (slides and transcriptions are in process now)

to make an all-out effort to secure the services of a state school library consultant.

to provide in-service training through workshops and area and state-wide conferences.

Long Range Plans:

to continue and to improve all of the above

to work toward improving the educational resources of library training in the state with the eventual establishment of an accredited library school

to improve state and regional standards

to work diligently to plan and promote a library program that will provide every school child in the state with the excellent school library service and resources described in STANDARDS FOR SCHOOL LIBRARY PROGRAMS by the American Association of School Librarians, 1960.

AMENDED LIBRARY SERVICES ACT— H.R. 11823

On August 8, the House General Subcommittee on Education favorably reported H.R. 11823, the bill to amend and expand the Library Services Act. Identical bills have been presented by many other Representatives and favorable consideration by Congress is a good possibility.

SUMMARY OF LIBRARY SERVICES ACT

To amend the Library Services Act in order to make areas lacking public libraries or with inadequate public libraries, public elementary and secondary school libraries, and certain college and university libraries, eligible for benefits under the act, and for other purposes.

Short Title: "Library Services Act."

Appropriations Authorized

Authorization would be for fiscal years 1963-67. Total cost of amendments in first year, $60 million; for 5 years, $310 million. (Existing Library Services Act authorizes appropriations of $7.5 million per year.)

(Continued on Next Page)

Title I—Public Libraries

1. Removal of the present Library Services Act population limitation of 10,000 or less.

2. Increase in authorizations from $7.5 to $20 million annually, allotted on a matching basis to the States for the extension of public library services to areas without adequate services.

3. Allotments to States on a population ratio basis.

4. Matching by each State on a per capita income basis.

Title II—Public School Libraries

1. Authorization of $30 million annually for grants to State educational agencies to assist them in establishing and maintaining programs of library service in public elementary and secondary schools.

2. Allotments to the States primarily on basis of the ratio of school-age population of the United States. No State would receive less than $50,000 annually.

3. Matching by each State after the first year on a per capita income basis.

Title III—Institutions of Higher Education

1. Authorization of $10 million annually for matching grants to institutions of higher education to assist and encourage such institutions in the acquisition for library purposes of books (not including textbooks), periodicals, documents, audio-visual, and other library materials.

2. Distribution to the colleges and universities in an amount not exceeding 25 per centum of the sum expended for library materials by such institution during the fiscal year ending June 30, 1962. Minimums are set for various types of colleges and universities.

3. Institutions match Federal grants dollar for dollar, at least 50 percent of such expenditures to be reserved for books and related library materials.

Title IV—Library Training Institutes

1. Authorization of $7,500,000 for fiscal year 1963, and $10 million fo reach of the 4 succeeding fiscal years to enable institutions of higher education to operate short-term or regular session institutes to improve the qualifications of librarians and individuals preparing to engage in library work.

2. Each individual selected to attend an institute would receive a weekly stipend of $75 per week for the period of his attendance at the institute plus allowances for dependents.

New Books

By Peggy Gadbow, Director of Library, Missoula Public Schools

> Of course, the taste for books is not common to all. It is a spark latent in the individual, most often implanted by heredity, kindled by training or circumstance, and fed and tended by purpose and experience.
>
> —Helen E. Haines, **Living with Books,** Columbia University Press.

Early shopping sprees are fun . . . books for special days ever in demand and appreciated. **The Wise Rooster (El Gallo Sabio),** recreated in both English and Spanish by Mariana Prieto, Day 1962, 2.68, is a lovely Spanish Christmas legend, handed down from grandparent to grandchild, and treasured by our Latin American neighbors. On Christmas Eve, or nochebuena, "the good night", as Spanish people say, all the animals in the stable with the Christ Child were given the power to speak. Each revered the new Babe except little donkey, Palladin. His words of self praise broke the magic spell and none except the rooster could ever speak again. And so it is that from that time on, it is only rooster's admonishing "Shame on You" instead of "cock-a-doodle do" that can be heard at Christmas time.

Shure and begorra if Patrick O'Michael O'Sullivan O'Callahan didn't catch the thinnest, the weakest, the most hungry looking and forgetful leprechaun in all of Ireland. Tippery, Mary Calhoun's **Hungry Leprechaun,** Morrow 1962, 2.78, had exhausted much of his magic supply during the hard times; and now with his bumbling attempts to turn dandelion greens into gold, he was very nearly the disgrace of the Gaelic wee people. Finally, all of Ireland becomes indebted to this littlest of all little men when he magically produces the Irish potato. Pictures by Roger Duvoisin capture the spirit and gaiety of a tale as Irish as St. Patrick himself.

The Wish Workers by Aliki, Dial 1962, 3.50, abounds with charm and humor, both in bright pictures by the author and in the accompanying and equally enchanting text. The story about discontented, pathetic little Twiddle, who is tired of being tiny like so many other birds and wishes to be the biggest bird of all, approximately THE SIZE OF AN ELEPHANT, will appeal to the smallest youngsters and to the adults who share it with them. Just the right sprinkling of tenderness is combined with humor, and wisdom with foible, to make this a nonsense tale with a bit more meaning than the usual.

Sally Davis always painted houses and flowers and Arthur Harris always painted jet airplanes, but when Henry Baxter did a picture it

for Children

was . . . **A Horse of Another Color.** This story by Nathan Kravetz, Little 1962, 2.95, will delight everyone who has ever colored a purple polka-dotted horse or a striped green cow—or wanted to. Perhaps even conventional little artists will appreciate Henry's disregard for conformity and will find a measure of acceptance and understanding for his bright-hued pictures. One of his wild and spirited horses is chosen as the favorite picture by visitors at the art exhibit. Susan Perl's vivid pictures reflect the color and spontaneity inherent in the story and in Henry's art.

A nostalgic tale, complete with chores and three-legged milking stools, old timer's picnics, barn dances, fiddling contests, and stranded vaudeville performers, **Dusty and the Fiddlers** by Miska Miles, Little 1962, 2.95, is as fresh and as home spun as new-cut clover or a wedge of cherry pie. Illustrations by Erik Blegvad, in keeping with the folksy quality, add to the charm and humor of the story. Middle graders will find this an amusing and highly entertaining book.

Jane Thayer's **Gus Was a Friendly Ghost,** Morrow 1962, 2.78, is the gentlest kind of spook story for little tots and thoroughly enjoyable for eight and nine year olds to read to themselves. The Scotts are non-believers when it comes to ghosts; but they love to tell their friends that they have a ghost in their summer house, and Gus is especially pleased to oblige by happily making rattling and clanking noises in the attic. When the Scotts go away for the winter, Gus is so lonely he finally invites a cold and shivering mouse to live in the empty house with him. Mouse hates people and when the Scotts return again for another summer his behavior is so obnoxious that even kindly Gus finally loses patience. Seymour Fleishman's amusing illustrations of amiable Gus, hostile Mouse, their culinary experiments and escapades in the Scott house, add zest and gaiety.

Pigeon Flight by popular author Mary Stolz, Harper 1962, 2.57, is a witty and perceptive story to entertain youngsters and adults alike. Although it is against Mrs. Pigeon's better judgement, she accompanied Mr. Pigeon in his retirement from the rigors of city living and **people,** for he is a down-right bird and she is wifely in every situation. It isn't until Mr. Pigeon at last feels humble in the vast and lonely face of Nature that he can admit his mistake and they can return to their rightful place in the city they both love. Stunning illustrations by Murray Tinkleman add charm to this amusing, acute and deftly handled satire.

"HOME TO MY MOUNTAINS"

"Home to my Mountains" is the fascinating story of Hazel and Bert Selby who leave security and urban living behind to find freedom and independence in a part of the wilderness world they love.

In beautiful and isolated country, among intriguing mountain people, they carve out a new life that challenges all their ingenuity and stamina. Amidst still, tall timber, a sparkling lake and lovely, green valley they soon learn to fight dreaded forest fires, to cope with the sudden violent windstorms. Yet every day, every season has its marvels—wolf tracks across the trail, bear and deer in the clearing, or a walk in July to see the Monkshood bloom near the trickling stream.

To bulldoze a road into the woods, clear a site for their dream house, the Selbys gather a group of crusty characters to help them.

The eighty-year-old, cantankerous carpenter-contractor has his own ideas about how high a ceiling ought to be and what a chimney should be made of. The man with the bulldozer, however, delights in following instructions to the letter especially when he knows they are wrong.

All their trials, alarms and adventures in returning to the mountains where they homesteaded some forty years before make this book delightful and refreshing reading.

Hazel Barrington Selby is now a resident of Idaho, where she and her husband have their delightful ranch home at Harrison. Montana claims her, too, for the Barrington family home for many years was on a farm near Cut Bank. Mrs. Selby says, "Pioneer tradition runs through my family. In early times, my great-grandparents, maternal and paternal, left England, Ireland, Holland, to escape religious and political persecution. They settled in New York State and in Ontario, Canada. My father and mother, both Canadian born, migrated to Dakota Territory and later, to Montana at a time when Indians roamed the prairies. My father, a self-taught engineer, built bridges over rushing western streams for the Great Northern railroad. My mother, a woman of great energy and strong, kindly character, bore nine children under frontier conditions. Six reached maturity." "Home to my Mountains" (Van Nostrand) is scheduled for release early in October, 1962.

STUDENTS, LIBRARIES AND THE EDUCATIONAL PROCESS

Highlight of the American Library Association conference at Miami was the inaugural address of President James E. Bryan. His speech was called "Students, Libraries and the Educational Process" in which he stressed the responsibility that librarians have in every type of library for service to students.

"Every pebble dropped into the educational pool," says Mr. Bryan, "makes waves that wash the doorsteps of our libraries, and many of these educational changes of the post-war and space-age periods have dropped great boulders into the academic waters which have literally washed students into our libraries by the millions."

These students, and adults, "come to our libraries with a high sense of motivation, with a serious intent to learn, and with a great hope for the educational process. And what do they find? By and large what they find is insufficient to their need; they do not find enough in quantity and quality of books and services."

For his presidential year, Mr. Bryan promised a program "directed toward the improvement of all libraries for the use of students, and for all others." He called upon the membership to help "not only as school, college, public and university librarians, and as members of all the types of . . . divisions, but most of all as educators and librarians, and as members of the American Library Association."

In the closing minutes of his paper, Mr. Bryan gave a brief preview of the Chicago Conference of 1963, which he said "will address itself to the nation's educational needs and the part that libraries will play as central to the educational process." A new program device, a "conference within a conference" will involve members of all divisions, "not as catalogers, reference workers, or children's specialists, but as librarians."

We congratulate President Bryan on his vision and his bold approach to this burning problem of library service and we look forward with great interest to his conference next June in Chicago. Tentative plans include the following topics: National Educational Goals; The Needs of Students of All Ages for Library Materials and Services; The Roles and Responsibilities of All Kinds of Libraries for Service to Students; Possible Solutions. This is a conference that none of us will want to miss and we sincerely hope that Montana will be very well represented.

MR. RANDALL SWANBERG

Chairman, National Library Week 1963

Mrs. Barbara Houghton, Executive Director of National Library Week for Montana is pleased to announce that Mr. Randall Swanberg, Great Falls Attorney, has graciously consented to be State Chairman of National Library Week in Montana for 1963.

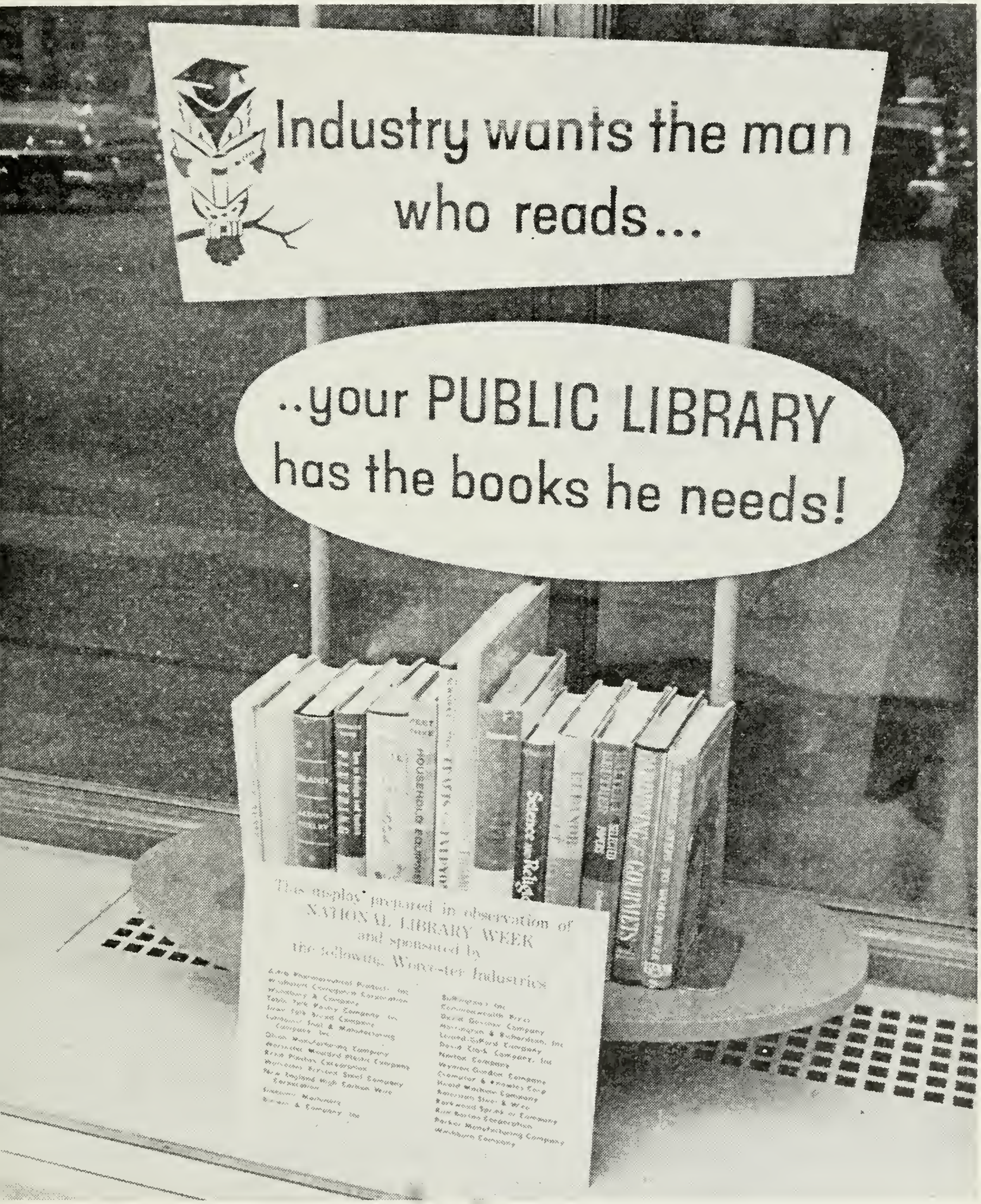
Montana's new NLW Chairman has been a member of the firm of Swanberg, Swanberg & Koby since 1935, when he was admitted to the Montana bar and maintains memberships in the American and Montana bar associations, and was president of the Cascade County Bar Association in 1951.

His record of distinguished public service to Cascade County and the state of Montana shows him serving as Deputy County Attorney 1937-41; a member of the Great Falls School Board 1944-56 and president of the Montana School Boards Association in 1952. The business interests he represents are the Rocky Mountain Fire & Casualty Company as vice president and director; secretary of Homestake Oil & Gas Company and secretary-director of the Rice Truck Lines. Mr. Swanberg served for several years as a most valued member of the Board of the Great Falls Public Library.

With such experience and intimate knowledge of legal, civic, industrial and educational needs, Mr. Swanberg will be able to guide and direct our National Library Week activities and to give impetus and creativity to our programs. Each year brings new individuals and new expressions of interest and ideas in our common effort to make this Week the most notable ever. This year must be exceptional so we must begin to plan early and thoughtfully so that every librarian, trustee and Friend can help his community to realize the importance of libraries, books and reading, not just from April 21-27, 1963, but for every day of the coming year. The theme for this sixth annual observance is "READING—THE FIFTH FREEDOM . . . ENJOY IT!"

Montana Libraries

Vol. XVI JANUARY 1963 No. 2


Industry wants the man who reads...
..your PUBLIC LIBRARY has the books he needs!
This display prepared in observation of NATIONAL LIBRARY WEEK and sponsored by the following Worcester Industries

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Cover picture: The Friends of the Library in Worcester, Massachusetts prepared this arresting display for National Library Week, 1962.

* * * * *

State Library Commission:
Miss Kathleen Campbell, Chairman
Mrs. Walter Houchen
Mrs. Joe C. King, III
Mrs. J. B. Mast
Miss Harriet Miller

MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian.

LIBRARIES ARE ESSENTIAL

Reading is an adventure that never grows old. The excitement of the past, the challenge of the present, the uncertainty of the future, all are available for an investment of time. In providing access to the unlimited vistas which reading can unfold, libraries serve an important function. Unfortunately, it is a function that is accepted without comment by many, unknown to others and ignored by a few. And yet, a strong and aggressive library system is essential to the preservation of our democratic processes.

A search for truth is dependent upon the availability and the free flow of information. Although it is fashionable, it is also dangerous, to depend upon interpretations of others as the source of facts upon which to formulate decisions. Libraries provide the raw materials from which the elemental facts may be refined in arriving at considered judgments. So long as libraries flourish, the search for truth and the advance of the frontiers of knowledge will continue. As soon as libraries lose their sense of mission, grow complacent, or suffer the indignities of insufficient public interest and support, there will occur a deterioration in our credibility and vitality as a nation. We can afford many things. We cannot afford this.

Robert E. Sullivan, Dean
School of Law
Montana State University

BOOKMOBILES 1,000 YEARS OLD

CAMEL-BORNE LIBRARIES

Pat Lee, Director, Information Services and Publications of the College of Great Falls, discovered some fascinating facts in the ASIAN STUDENT for February 1962. It seems that camels outdate our modern bookmobile machines in terms of length of service, especially in Arabia. We have complacently believed bookmobiles to be unique in the twentieth century but hear what the ASIAN STUDENT reports:

"Mobile libraries have been known to the Arabs for more than 10 centuries, according to an English scholar who traveled hundreds of miles across the Sahara desert to locate and copy priceless Arabic manuscripts.

"Harry Norris, a lecturer at the London School of Oriental and African studies, criss-crossed Mauritania by jeep and camel to find the mobile camel-borne libraries which the nomads carry from one camping site to another in their perpetual movements across the desert says the ARAB NEWS AND VIEWS.

"It is a battle against time, for every year many pages of the irreplaceable manuscripts become dilapidated beyond recognition with the result—records of historical events, throwing light on the ancient civilization of the Sahara, are lost forever. Norris said after copying hundreds of pages, his stock of film ran out and he took notes by hand. Valuable information contained in these books, estimated by a local scholar to total at least 2,000 books on all subjects, could still be saved if prompt action is taken to photograph them.

"The manuscripts include commentaries on the KORAN, legal books, chronicles of events, histories of tribes and towns, works on mysticism and philosophy, medical books, biographies of local leaders, poetical works and travel books.

"Some were written by Mauritanian authors. Others were imported into the country at various times by travelers from the great centers of Islamic learning in the Middle East, according to Norris.

"Among the latter is a 12th century commentary on the KORAN by the noted Middle East scholar, Abu Hilal Al-Askari. Mr. Norris believes it to be an original in the author's own handwriting. Its brown pages partly eaten up by termites, are now stiff and crumbling, and Mr. Norris fears that in another few years little might be left of it. The manuscript, like hundreds of others, has been carefully kept in leather satchels by its nomadic owners. Over the centuries these books have been handed down from one generation to another, skilled calligraphers continuously copying them or merely replacing damaged portions.

LIBRARIES ARE IMPORTANT TO INDUSTRY

". . . MANUFACTURERS SEEK CLIMATE FOR LIVING . . ."

By Owen Cooper, President, Mississippi Chemical Corporation*

When a manufacturer seeks a new location for his expanding industry, he looks for more than abundant labor, attractive taxes, adequate water, favorable weather conditions.

He seeks a climate for living—an economically and intellectually sound community with good public schools, churches of all major faiths, sound governmental services, public health, recreation.

One resource which the manufacturer seeks is a good public library. Management is highly conscious of the needs of its employees both on the job and in the community. Means of self-improvement are important to the worker.

When an industrialist looks at a library he finds the history of the origin and development of industry; the story of how industry and business function. He finds the record of economic systems and how they work. He finds the experiences of other industrialists and pitfalls that may be avoided; he finds the results of invaluable research available to all who will read.

The need of libraries as a mean to self improvement is doubly important in Mississippi—where a transformation is taking place in economy.

Over the past decade more than 100,000 Mississippians have left the farms—more people have been pushed out of agriculture than can be absorbed into our present industries and businesses.

Mississippi faces the need not only to attract more manufacturing, but to attract more diversified types of industry. In the past Mississippi industry has been primarily concentrated in textiles and apparel; lumber, furniture and wood products, with food processing third. The state in order to secure more high paying employment, is inviting such types of industry as petroleum, metal fabrication, electrical machinery.

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*Mr. Cooper has given us permission to reprint this article which first appeared in the June 1962 MISSISSIPPI LIBRARY NEWS.

If the type of manufacturing in Mississippi is diversified in this way, it will help raise the income level of the state.

The people of Mississippi must be prepared for these changes. Continuing education, through libraries, is one of the solutions. Libraries offer business knowledge, skills and techniques—to be learned through reading. Libraries play an important role in providing educational opportunities for the people of Mississippi and can result in a tremendous employment growth potential.

To many manufacturers, a library is just as important to an industry as is a bookkeeping department or a research division. In a library an industrialist finds more per dollar invested than in any other enterprise.

A LETTER FROM MARY ANTUNES

Dear Friends,

Serving as President of the Montana Library Association is a most pleasant and rewarding experience. It is not new to me to know that libraries have good friends but in my present office, each day brings increasing evidence to me of the interest and the dedication of our library friends, and I am proud and gratified.

You will see following Margaret Warden's article a list of the members of her legislative committee. And I know that Mr. Swanberg's Committee for National Library Week will also be included, following his editorial. Here are many fine people who are working closely with us to improve and to publicize library service and it is this interest on the part of the public we serve that assures us of success in our efforts to grow. We have heard it said many times that our libraries can be exactly as good as the people want them to be. I know this is true and that our prospects for the future are bright, for Montana people are vitally interested in good books and good library service.

I want to take this opportunity to invite you all to attend our state conference in Great Falls, May 10-12. We are planning an exceptionally good program, principally concerned with books, our stock in trade and our abiding interest. This is our 50th conference and we promise you that it will be as good as we can possibly make it. Circle the date now and make your plans early so that you can surely attend!

Sincerely,
Mary Antunes, President
Montana Library Association

THE FIFTH FREEDOM

By Randall Swanberg, State Chairman

National Library Week in Montana—April 21-27, 1963

The time to begin our plans for our observance of National Library Week is now. Let us commit to memory this year's theme, "Reading—The Fifth Freedom . . . Enjoy It!"

Several years ago I accompanied a group who were doing some anthropological research on the Sun River, where we encountered an ancient Indian Medicine Wheel. This wheel was made by grouping stones into a circle with other stones radiating out resembling the spokes of a wheel. In Montana, such circles of stones are generally known as tipi rings. Some of these rings have also been found in Wyoming. It is believed that a person would go up on a hill and build a circle of rocks in which he would sit and pray and fast until he got his "medicine." These Indian tipi rings talk to us with pictures. The people who made these rings, whoever they were, didn't write and didn't read, but these specimens tell us a story.

There are a great many people who think that knowledge is sufficient for its own sake alone and that it contributes to their self satisfaction. There are others who feel that knowledge is so much excess impedimenta. The strengthening of the fabric of society, particularly the kind of society based upon free choices, is a society that requires as an absolute fundamental, educated citizens. The educated society was constitutionally one of our principle objectives when our nation was founded. The greater amount of knowledge that our people have, the closer we come to these objectives. That is why we have free public education today. We are still in the infancy of obtaining these ideals. When you bring together the desire for knowledge and the absolute need for knowledge then we get the full realization of these principles.

It is for this reason we make an effort through National Library

(Continued on Next Page)

Week to call to the attention of the people, the values and the resources of our libraries. The surest way to obtain support is to get the people to use these libraries. The person who tries to increase his knowledge, is the person who makes the better citizen. The communities who foster and improve their libraries are the ones who will work year-round for their betterment. They are the hard core who can stimulate others to observe this Week—this year to be celebrated during April 21-27, 1963.

This is the time when we set our goals. Last year certain objectives were adopted by the State Committee. Let us adopt these once more for they cannot be improved. We believe that:

> All libraries are essential to education and are a vital and integral part of the total educational resources of the community;
>
> That an educated and informed citizenry is basic to life in a free society;
>
> That education should be lifelong through the resources of the library;
>
> That every citizen in Montana should have an equal opportunity to read and thus develop his capabilities to the fullest extent.

Our goals are:

> To bring easy access to the best in books and reading to every resident of Montana
>
> To achieve this, Montana must have the leadership of a strong adequately supported **State Library.** The advisory and technical services which this agency provides; the manuals and handbooks, in-service-training programs and direct loan of books to individuals and to libraries are essential for good, state-wide libary development.
>
> **Public Library systems** that provide high standards of service: adequate book collections, sufficient staff and attractive and spacious quarters.
>
> **A School Library program** for every child and young adult, coordinated by a School Library Supervisor for the state.
>
> **College and University Libraries** well supported to assure strong collections in scholarly material necessary to higher education.

Last year's Chairman, Bill Baillie, has reminded us that in the final analysis, the success of National Library Week depends upon the vital and enthusiastic response of all library friends, library trustees and librarians—everyone in every community who values the personal satisfactions gained from the printed page. This I heartily endorse.

1963 NATIONAL LIBRARY WEEK COMMITTEE

Randall Swanberg
State Chairman NLW
Great Falls

Mrs. Barbara Houghton
Executive Director
Missoula

Mrs. Ralph Anderson
Chrm., Trustees & Friends
Division of MLA, Havre

Mrs. Mary Antunes
Pres., MLA, Havre

William L. Baillie
Atty., Great Falls

Mrs. H. J. Bell
Pres., MFWC,
Kalispell

Carson E. Bechtel
Pres., Montana Rotary
Livingston

G. E. Bollinger
Gov.-Elect, Kiwanis
Glasgow

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Company, Havre

Elwis Cahalan
Great Falls

Mrs. Jane Carey, Chm.
School Library Div., MLA
Glendive

Paul Crain, Pres.
Montana Broadcasters Assn.
Great Falls

Mrs. Marvin Dallas
Canyon Creek

Senator Edward Dussault
Missoula

K. A. Eggensperger, Ed.
Sanders County Ledger
Thompson Falls

Geraldine G. Fenn
4-H and Other Youth Specialist
Bozeman

Frank Flaherty, Chrm.
Great Falls Friends of Library

Mrs. M. Y. Foster, Pres.
Mont. League of Women
Voters, Missoula

Mrs. Peggy Gadbow
Dir. of Library
Missoula

Dean Hoffman
Family Life Specialist
Bozeman

Mrs. Alma Jacobs, Librn.
Great Falls Public Library

Miss Dorothy Johnson
School of Journalism, MSU
Missoula

Mrs. Letitia Johnson, Librn.
Missoula Co. High School

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Railroad & Public Service
Commission, Helena

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Municipal League, Shelby

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Park Co. News
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Public Instruction, Helena

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Missoula

J. Ray Myers
Dist. Gov., Lions
Kalispell

Thor Myhre
Foote Outdoors Inc.
Billings

Dr. H. K. Newburn
Pres., MSU
Missoula

Mrs. Bertha Obrecht, Ed.
Montana Parent-Teacher
Cascade

Andy R. Oja, Ed.
Montana Education
Helena

S. Clark Pyfer, Gov.
Montana Kiwanis
Helena

Oscar Prestbo, Supt.
Cascade Public Schools

George Rehair, Vice-Pres.
Mt. States Tel. Co.
Helena

Mrs. Shirley Robinson
c/o Great Falls High School
Library

Mrs. John P. Shannon
Pres., AAUW, Billings

Mrs. Margaret Taylor
Pres., BPW, Great Falls

Senator Maurice Ullom
Conrad

Mrs. Margaret Warden
Legislative Chrm., MLA
Great Falls

Rev. James R. White, Librn.
Carroll College, Helena

BUFF AND THE BOOKMOBILE

The early morning sun was shining brightly and there was a crisp nip in the air as we started on our trip up the Yaak river to the small town of Yaak, Montana. This was my first bookmobile ride with Inez Herrig and my admiration for her was vastly increased as I watched her take capable swings around corners and sail into the highway, in perfect command of this huge vehicle.

The day was very beautiful—and very special—for it was the first day of school. Our time of departure coincided with school bus time. Smiling children, scrubbed, brushed and freshly attired were lined up at each bus stop and every group we passed smiled more broadly and waved with enthusiasm as they recognized their good friend Inez and her bookmobile. The same friendly regard was evident in the truck drivers, everyone of whom gave us the big wave and smile. Inez told me that this was the rule of the road with truck drivers and that as she had repeated her regular runs over the years, she had become one of the fraternity.

The view through the large windows from our seats high above the road was magnificent. No one appreciated it more than Inez's intelligent dog, Buff, part cocker and part several other breeds of dog, who has never missed a bookmobile trip and who brings fresh enthusiasm and excitement to every journey.

Soon after leaving the small town of Troy, we turned off the highway on to a graveled logging road and we were deep in the forest, with high mountains on our left and a deep ravine on our right where the Yaak river wound its way amid a heavy growth of trees and bushes. I was lost in the grandeur of the scene, then startled to awareness as Inez pulled far to the right on the very brink of the chasm and slowed to a stop. "There is a logging truck coming," said Inez, and in a very short time one of these monstrously big machines roared by us with only inches to spare. This happened several times within the next few miles and each time we were fortunate in finding a spot to stop so that the truck could pass us. We **did** seem dangerously close to the brink, however, and I could scarcely believe I heard rightly when Inez said, "You have no idea what an improvement it is since they have widened this road. There is no comparison!" I could only look my amazement as I tried to imagine what it was like **before.**

Up, up the winding road we traveled, Inez commenting happily on the good features of the machine and the pleasure she had in its power and mobility, I clinging to the charging desk so that I could remain in my seat on the abrupt, right-angle curves. I relaxed a bit on the straightaway, then became aware of Buff who had stopped checking

(Continued on Next Page)

on the chipmunks and had seated himself in the middle of the machine, with feet firmly braced on the dash, ears up and eyes straight ahead. "What is he doing **this** for?" It was soon evident that he was ready for the next big abrupt bend in the road. He knows every grade and angle of that terrain and I found I could sit at ease by watching Buff and hanging on only when he got into a braced position, for he never failed to do so, far in advance of the curves. Buff sits with his foreleg on the charging desk, with his paw dangling—a position he immediately adopted with the arm rest when he was given his first ride in a car. It has a look of negligent comfort that is charming to see.

Our first stop was the Sylvanite School. Inez wheeled into the school yard with accomplished ease and as she did so, Buff jumped down from his seat and into the middle of the machine where he barked like mad until the motor was turned off. "That's the way he lets them know we are here," said Inez, and as I watched him supervise the opening of the doors and the lowering of the steps, it was evident that

(Continued on Next Page)

he knew exactly what bookmobile practice was and was proud as punch of his part in the procedure.

Several cars were parked in the school yard, for the adults of the community come faithfully to the school at bookmobile time. Mr. Melvin Schneider, teacher of this one room school, appeared with most welcome cups of hot coffee. In response to our thanks he said, "We cannot have all of the giving on one side. This is a small thank you for this wonderful service you bring us and we are so glad you enjoy it."

After the adults had been served, the children came in small, orderly groups. Adequate time was allowed them to make a considered selection and each of them was given individual help and counsel by Inez. When all had been served, we went into the attractive school room and talked for a brief time with the class.

Last year Inez added the showing of films as an additional feature to her bookmobile stops. She brings two on each trip, one informational in content and one of the many fine concert films that are a part of the Public Library Film Center. The school does not have adequate lighting facilities for the projector, so films here are shown in the Forest Ranger Station. We saw a most interesting account of rockets, followed by a delightful program with Dimitri Mitropoulos conducting the New York Philharmonic Orchestra. The audience were profuse in their thanks and expressions of interest. "Come soon," they called as we left. "Come very soon again."

Buff was waiting for us in the bookmobile where he had remained to watch over the collection. We loaded the projector, slipped the books and arranged the shelves, to be ready for our second visit of the day which was to be in Yaak. Here our stop was at the Dirty Shame, Jr., a small tavern which was built on the sight of the larger, original Dirty Shame which burned to the ground several years ago. Buff's loud barks brought the entire community out on to the porch, ready with a friendly welcome for Inez and Buff—and for me, too, when I was introduced. These good people express their gratitude for the bookmobile in many ways, but most graciously perhaps with the delicious pot-luck lunch which they had started to set out when they heard Buff announcing our arrival. The bar is closed for tavern business but wide open for the business of eating. Never was a more varied and appetizing lunch put before us!

This is a warm and hospitable community, every one of them good friends of Inez and deeply appreciative of the service she brings to them. The films were enjoyed to the utmost—and these are shown at the tavern so that the adults too, can participate. The the bookmobile was opened for business and each patron chose a generous supply,

(Continued on Next Page)

for it will be another six weeks before Inez can schedule a return. The books chosen by the children are kept at the school so that all of the pupils can share them before the return trip of the bookmobile.

We thanked Mr. and Mrs. Martin Bray, proprietors of the tavern, for their delightful hospitality, then rode over to the nearby school to spend some time visiting with pleasant Marjorie Knapp who is the teacher. I was impressed with the attractive quarters, both for the school and the small teacherage where Marjorie lives. It is evident that she occupies a position of respect and affection, both with the parents and the children and that she enjoys every minute of her school year in this beautiful and friendly spot.

Soon it was time to say goodbye if we were to reach home before dark. We departed with the assurance of a return at an early date. Buff relaxed at my side, perfectly aware of the fact that the day's work was pretty well accomplished and that he had no further need of vigilance. Except to rouse at required moments to brace himself for the sharp curves, he rested for the most part of our trip home. This we took by another route over a road that is also being widened and repaired. We traveled mile after mile through spectacular forest country, passing only an occasional car but seeing no human habitation whatsoever until we came within the outskirts of Libby.

We reached home about six o'clock and topped off a perfect day with a dinner of grilled steak, enjoyed in the secluded and spacious yard that surrounds the Herrig's charming home. We were dusty, tired and sleepy, but what a feeling of satisfaction we shared! Not only had we brought happiness to a great many people, but knowledge and wisdom as well, filling a present need and developing a desire for much more in the future. No one who could share this experience could possibly doubt the value of the bookmobile in our program of extended library service. We can not supply Inez and her bookmobile dog, Buff for every one of our machines, (and this is a pity) but we can and do duplicate her service on every trip our bookmobiles make. Through this method of service by our dedicated librarians, we can attain our goal for Montana: attractive books in sufficient quantities, easily available to every resident in every spot in Montana.

Books for all **can** be ours.

Ruth O. Longworth

The Yaak community gather at the Dirty Shame, Jr. for books.

AIM HIGH IN HOPE AND WORK

Margaret Warden, Chairman

Legislative Committee, M.L.A.

"Make no little plans; they have no magic to stir men's blood, and probably themselves will not be realized. Make big plans; aim high in hope and work." Daniel H. Burnham is responsible for the stirring admonition which could well be the credo of our Legislative Committee of the Montana Library Association. We share a high sense of purpose and a conviction that books and reading are vitally important. We are wholehearted in the pursuit of our goal: the best possible library service for every resident in Montana.

To achieve this goal, we must have the direction and help of a strong State Library. Montana has the problem of sparse population, scattered over broad geographic areas with low taxable valuation in many of the counties. The plan for library development provides for shared services, a plan that is in full swing in three sections of our state and proving beyond question that the rural areas **can** be served, efficiently and economically through working together in friendly accord.

The assistance in helping these programs is only a small part of the services which we receive from the State Library Commission. Close to 100,000 Montanans have no library service except that which the state library provides; many areas with very limited service receive regularly the loan of books to supplement their present small collections. The State Library is the Reference and Resource Center in the state and doing a splendid job in this vital function.

As a committee, our purpose has been to send every legislator to Helena fully informed concerning the fine services of the State Library Commission and to be sure that each Representative and Senator is aware of the importance of the State Library to his community. I think we can be very proud of the job that we have done. Our legislators **are** informed and the majority of them have promised to do their very best to assure an adequate budget for the Commission.

My heartfelt thanks to the wonderful committee who have worked hard and faithfully. I shall report to you again in the April issue of **Montana Libraries** and I know my report will be good!

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MONTANA LIBRARIES and

The birth of the Capitol City's public library has its roots in the Civil Wa
formed and thus supported until 1883, when a new law came into effect whic
for library support. As a result, in 1886, the Helena Free Public Library emerg
Helena's library became the first public library in the Territory, and, it appea

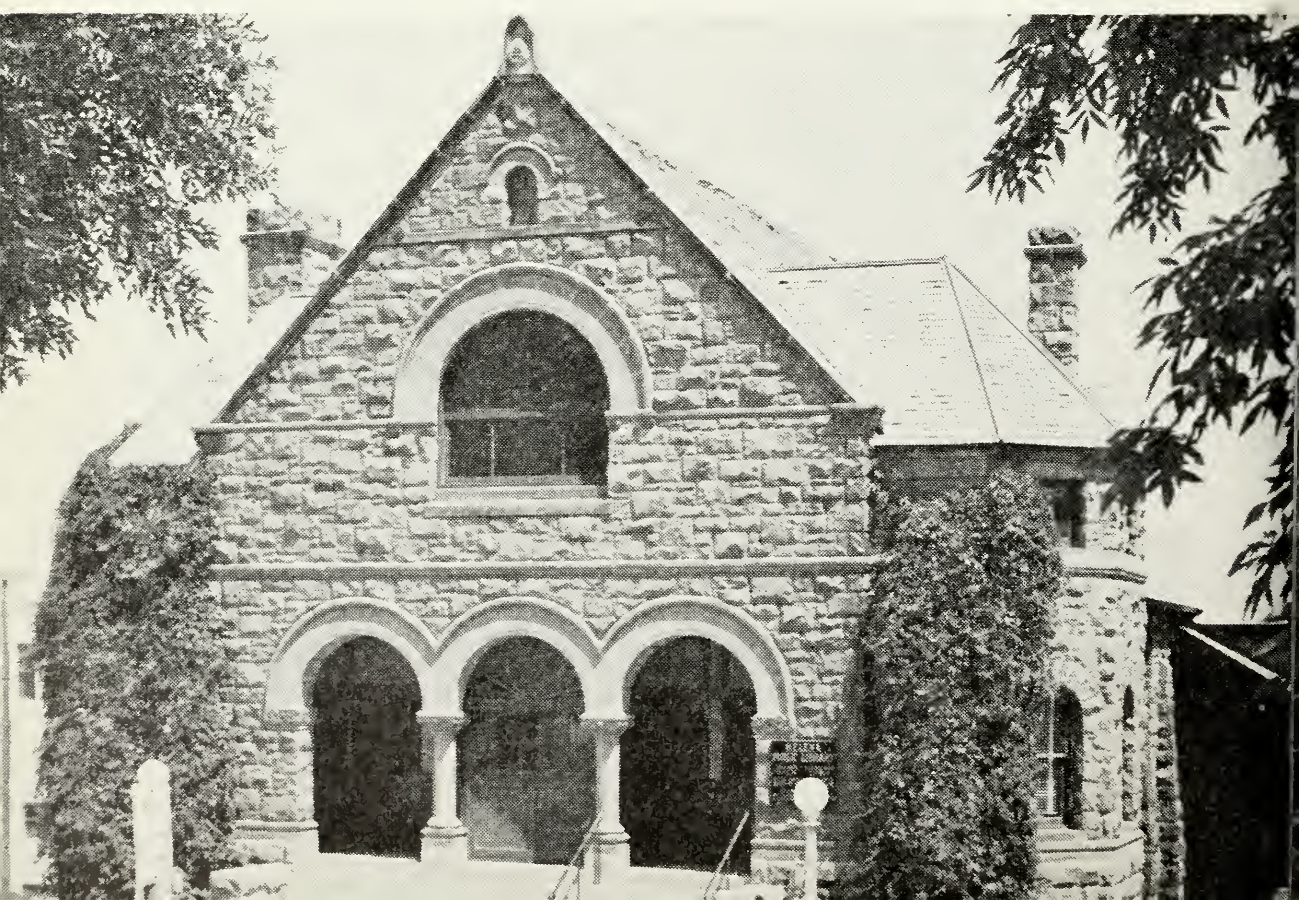
From year to year the library grew, and in 1892 a building was erected b
the municipal auditorium. Helena's library was housed in this building until the
was destroyed. The First Unitarian Society of Helena donated their former chu
ing. Since that time this building has been the home of the Helena Public Li

Our collection consists of 35,000 volumes at the present, and we serve 2
Our last year's circulation was 85,300. Our young patrons are using our faciliti
from our collection are loaned to schools as supplementary material to their

For the past two years, Roger Spillers, city librarian, has been engaged i
Helena Public Library. A recataloging program is in progress which involve
brary is changing from the Cutter System to the Dewey Decimal Classificatio
another important factor in our reorganization. Much weeding has been don
chased as a part of our program.

The library also hopes to be in a position to offer bookmobile service to t
Much of our own Lewis & Clark county is without adequate library service a

Another part of our program which we hope to continue is an organize
the children's room. Mrs. Mabel Miller, Children's Librarian, has been cond
attract children from the entire Helena community.



BRARIANS

1868 a subscription library was possible for towns to vote a tax orted by public tax funds. Thus, st one in the Northwest.

which the library shared with kes of 1935, when the building city for a public library build-

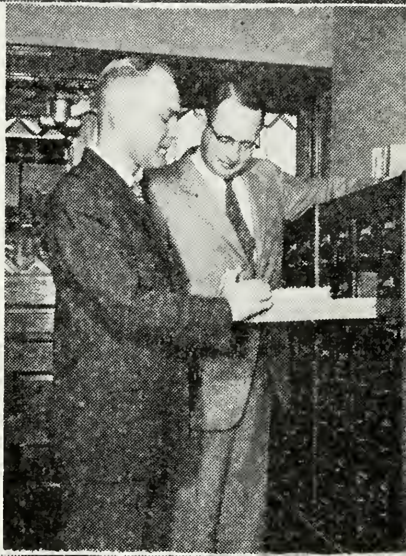
ple plus nearby communities. nd more. A number of volumes s.

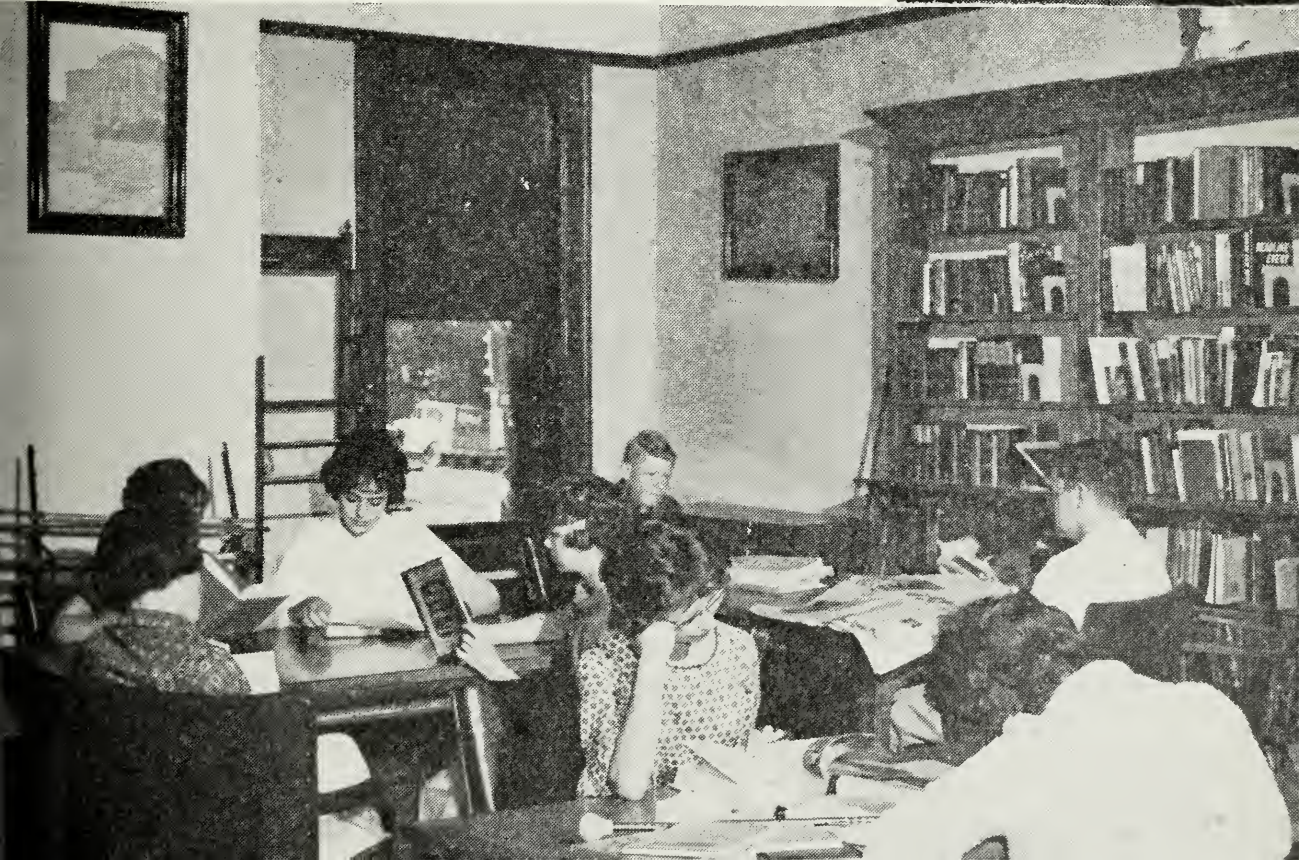
of reorganization project at the mately 30,000 volumes. The li- Building the book collection is ny new titles have been pur-

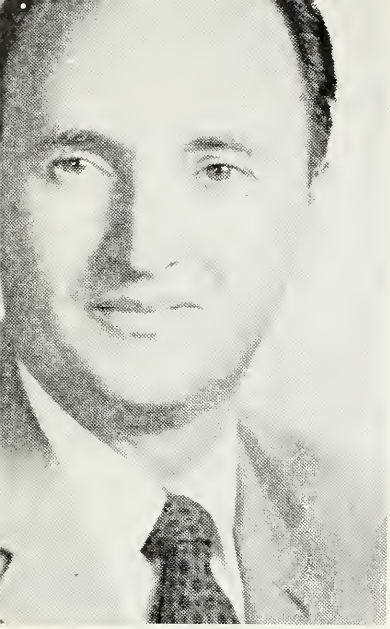
rural areas in the near future. areas in adjoining counties.

ur every Saturday morning in st successful story hours which

Above: Mrs. F. Hustad and C. Richards charging out books for patrons at main floor loan desk; at right, Librarian Roger Spillers at the catalog assisting a patron; below, left, Helena Public Library; below, right, students studying in periodical dept. of Helena Public Library.







"LAW FOR THE FAMILY"

Reviewed by R. M. Houghton, Law Librarian and Assistant Professor of Law, Montana State University, Missoula

"Law for the Family" by Will Bernard, N. Y., Scribner's '62 $4.50

This book deals with the legal problems that the family is likely to meet at some time and is written in non-legal language for the family. A book of this nature usually arouses some concern from lawyers. A few probably oppose such books fearing to lose business but most lawyers, and this reviewer, caution against relying on such general books since they can never handle the specific legal situation an individual is likely to face, plus the further fact that local law may not exactly fit the law dealt with in the book. Again, a person who reads such a book "To find out my rights" and then acts without consulting a lawyer is liable to regret it.

With these reservations—which the author himself mentions in the introduction, but which had best be printed on each page—the book is generally quite good and the average family would undoubtedly benefit from reading it. They might even show greater concern for others once they realized some of their legal responsibilities. The book covers many subjects of interest to the public: responsibility for damage done by children and pets, time payment contracts for that refrigerator etc., lost and found, automobiles, and bill collectors, to mention a few.

There are some subjects which probably should have been considered in this book. An explanation of some of the legal phrases used in a contract, e.g., "time is of the essence," would have been helpful. The legal inferences of adoption which is of continuing interest to many families was also omitted. Suggestions on what **not** to say after an accident might have contributed much to those individuals in future who will lose rightful damages just by having said the wrong thing at the wrong time.

One of the delights of the book is the manner in which it is written. Interesting anecdotal cases are used to illustrate the various legal points making the reading of the book a pleasure in-itself, an achievement considering the subject.

Properly used, this volume could help the reader avoid unnecessary legal entanglements in that it leads one to a realization of basic legal rights, which should encourage the use of a lawyer when necessary. It is recommended for purchase for both the small or large public library.

Other publications with a less recent publication date in the field of popular law works for the layman are: the "Legal Almanac Series," Oceana Publications, Inc., 80 Fourth Ave., N. Y. 3; Martin Ross' "Handbook of Everyday Law," Harper, 1959, $4.95; and Philip Yeager's "Your Inalienable Rights," Public Affairs Press, 1960, $5.00.

INFORMATION
RECREATION
EDUCATION
PEACE OF MIND

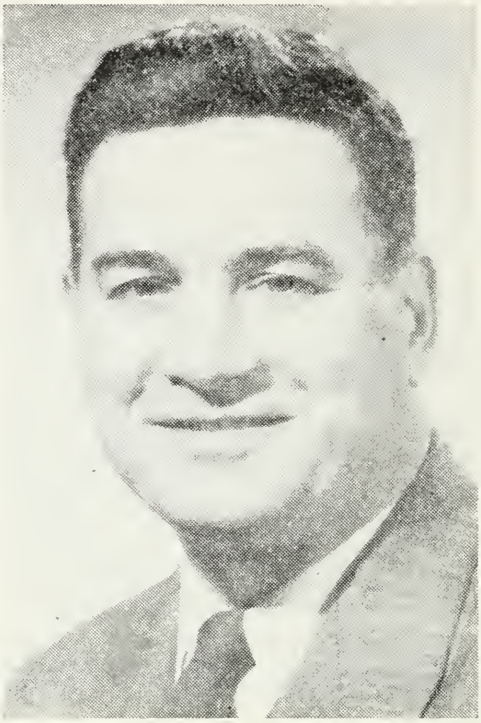
MILES CITY LIBRARY WINS D. C. FISHER AWARD

The $1,000.00 Book-of-the-Month Club award for 1963 in memory of Dorothy Canfield Fisher was given to the Carnegie Public Library in Miles City.

The award of $1,000.00 for books and a commemorative plaque will be presented by the State Librarian at a gala ceremony on the first Sunday, April 21, 1963, of National Library Week. Dignitaries, both local and state, will take part in this memorable event. This library received the coveted prize because of an imaginative and far-reaching program for library development in eastern Montana. As the Center for a five county Federation the entire area will share in the benefits of this generous gift. The Sagebrush Federation has been a demonstration of the Library Services Act for the past three years but as of July 1, 1962, local tax funds were provided by each county to assure a continuing library system. Pictured above are the members who attended a recent meeting of the Sagebrush Federation in Miles City.

THE IMPORTANCE OF READING

Mark Boesch



"If I were to pray for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading . . ."

These words of Sir John Herschel, the famous British astronomer, are, I think, more applicable today than ever before. If there was ever a time when people have had need for good reading habits, it is today. People need a shield today against the fast tempo of modern living and the uncertainties and vexations that exist in this turbulent age in which we live.

But what is it that the majority of the people read? Let's look at our own country. Newsprint consumption in the United States in 1951 was 77 pounds per person, the greatest in the world. Americans read newspapers. And what do they read in their newspapers? I don't think I have to answer that. Just pick up the latest edition of your own paper and see.

Now let's turn to books. And here you may be in for a surprise. The United States may lead in newsprint consumption, but in the publication of new books in 1952, we were behind the United Kingdom, Germany, France and Japan. Yet we have a much greater population than any of those countries. There were 9,399 new books published in the United States during 1952 compared to 13,150 in the United Kingdom. But the United States has almost half of the radio receivers in the world, and far and away the greatest number of television sets.

The last bit of statistics which I will quote to you from the new UNESCO handbook, are, I think, quite revealing too. The United States

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Reprinted with the permission of the author from **Books Are Friends**, the publication edited by Lesley Heathcote, Librarian, Montana State College Library for the Montana Library Association. **Books Are Friends** sells for $1.50 a copy and the proceeds go toward an MLA Scholarship Fund for education for librarianship.

has the largest number of students enrolled in higher education in the world, plus the largest number of foreign students in higher education. Our young people are being educated, but for what? I wonder how many, after their formal education is over, follow the advice of Horace Mann to "edge in a little reading every day, if it is but a single sentence"? Certainly few of them would go along with Erasmus, who said "When I get a little money, I buy books; and if any is left, I buy food and clothes." We are turning out some excellent engineers, physicists, doctors, and lawyers, but we are not turning out nearly enough good readers.

The world of books is, indeed, a wonderful world. People who read and enjoy good books live much better and fuller lives than those who cannot or will not read. Good readers live not just one, but many lives. Because literature is the expression of feelings, the reader can go along on the thrilling ascent of Annapurna, or he can go afloat on a raft in the ocean in the pages of Kon Tiki. He can live in the days of the Revolution in a book like The Tree of Liberty, or he can go along west with the mountain men in "The Big Sky." With each good book that he reads, he emerges a more full and experienced individual, with a greater depth of wisdom and understanding. A tyrant or a demagogue would be less apt to sway him, because he has run into such an unworthy before and knows how to deal with him. He is better able to face the issues and make the right decisions. Reading a good book is an exercise of the mind, and the mind grows and becomes stronger with the more exercise it is given.

But to read best is to read well. And to read well requires both study and guidance. The best time to begin reading well is while we are still young enough for our minds to be molded and influenced. But the paradox is, reading keeps our minds young, and it is never too late to acquire the habit of good reading. The best way to start is to read what interests us. But here too we need guidance. Our interests often lie dormant until the spark is ignited that leads us to the books which wait to be read and enjoyed. And where do we find that spark? We find it often in talking with others, in reading about some book, and in a chance visit to our public library. It is the mark of a democratic country that people have available free library service where they may get the books to read that will lead them to new horizons of thought and experience.

Unfortunately, here in Montana we do not have available all of the library service that we as a free and enlightened people should have. There are too many of our communities which do not have a library at

(Continued on Next Page)

all. And there are too many others which do not have the kind of libraries that they should have. Yet it is through the libraries that the people can best acquire the books they need to become good readers. Library science is as much a science as is any other science that deals with education or improvement of knowledge. The trained librarian can best guide the embryo reader, providing the spark that will stimulate his interests. By stocking the right kind of books, by the effective display of these books, our libraries can be the most effective means of making all of us better readers. I hope that the people of Montana will be provided with the kind of library service that will enable all of them to have the opportunity of reading the books that will be the means of living richer and fuller lives.

RESPONSIBILITY TO THE PROFESSION

by Robert H. Rohlf

How many areas of the country, particularly areas surrounding major cities, have delayed securing or establishing library service either alone or in cooperation with other libraries simply because a neighboring library has allowed free library service to the surrounding residents? Or perhaps even more damaging to library development, how many libraries have set their non-resident fee so low that neighboring appropriating bodies have thought in effect "why should we establish library service and tax ourselves an average of two dollars, three dollars, or more per capita when we can receive library service nearby by paying only one dollar per year for the whole family?" A city councilman or a county commissioner would, by establishing his own library service, pay an added tax on his home or business of three or four dollars or more per year. Even when this is actually a low rate for the value received, he would think twice before establishing a library tax when he could obtain library service for less money as a non-resident user of a neighboring library system.

Fortunately more and more library boards today are acknowledging this situation by the realistic application of non-resident library fees. A colleague reported that one of his board members cynically remarked upon hearing of a nearby library which charged only one dollar per year as a non-resident fee, "They know what their service is worth." One of the responsibilities of a library board to the library profession then is to make certain that their library has a definite non-resident service charge, and that this service charge is an amount which adequately reflects the value and worth of their library service as it has been developed over a period of years and through a large investment of public funds.

In connection with this library board responsibility not to retard the growth of library service in new areas by either charging no fee or by charging too low a non-resident fee is the other responsibility of actively investigating the possibilities of library cooperation and even more important, taking advantage of them when they are found. Far too often cooperative library ventures, regional library development, and the formation of efficient, economical, and really useful library service units are retarded if not actually stymied by the parochial attitudes of library boards. The fear of loss of control, loss of autonomy, or loss of prestige as a member of a local library board has led many library trustees to hinder the development of larger and more efficient units of library service.

In feeling a sense of responsibility to their localities, some library board members interpret this responsibility as a duty to protect the status quo to the bitter and often uneconomical end. In reality, a trustee's obligation to his community goes hand in hand here with an obligation to the library profession. This obligation is to provide the most useful unit of library service which can be made available to his own constituents. For in this provision it is axiomatic that the larger modern library service unit of today is the foundation upon which the library profession must build for the push-button, micro-material library of tomorrow. The library of the nineteenth century cannot be the bridge into the twenty-first century. —Excerpt from LIBRARY TRENDS, July 1962

DR. SHAW ON IMPORTANCE OF LIBRARIES

"We invest between $4,000 and $5,000 per student in his elementary and secondary education," **Dr. Ralph Shaw** reports in a survey in **Collier County, Florida.** "This does not produce people who have learned all they will ever need to know, but rather produces people who can read and continue to grow as useful and competent citizens in a democratic society. **Failure to provide good library services so that people can profit throughout life from their formal schooling results in the waste of most of the investment of $4,000 or $5,000 per student.** On the other hand provision of first class library service, which **costs less** for a **whole life** of **continued reading** and education than it does to send a child through one year of school, maximizes the effectiveness of formal schooling and helps people to achieve full lives."

New Books

By Peggy Gadbow, Directory of Library, Missoula Public Schools

Ruth Krauss' **A good man and his good wife,** Harper 1962, 2.19, will delight again the parents who read this humorous story when it was first published in 1944. Children charmed by later Krauss books (**Birthday party, A hole is to dig, Very special house,** etc.) will want to read her very first picture-storybook and enjoy it along with mother and dad. Those who can identify are sure to respond to the amusing situation in this tale, for the good wife's compulsion to frequently change the furniture results in a constant state of confusion for the good husband. It's all good fun, complimented by Caldecott-winner Marc Simonts' hilarious pictures.

For read-aloud use and a gay introduction to poetry to delight the youngest readers, **Alexander Soames: his poems,** by Karla Kuskin, Harper 1962, 2.19, provides rhymes—silly, sassy, and preposterously clever. All this nonsense in verse on a variety of surprising topics, including a porcupine and a boy named Leander, are enriched by the author's lively drawings.

Mother and son by Isoko Hatano, Houghton 1962, 3.75, became a best seller in Japan immediately after its publication in 1950 and is destined to be found equally appealing by young American readers. Through an exchange of notes and letters between mother and son, life in Japan during the war years, the hardships endured, and the courage and dignity of humans, regardless of their geographic communities, is depicted with sensitivity and grace. The boy's growth toward maturity in a significant setting is an interesting sidelight to this warm and provocative story.

A story of pathos and bravery, based on the Battle of France and Operation Dynamo, the evacuation of 350,000 troops from the shores of France, **Silence over Dunkerque** by John R. Tunis, Morrow 1962, 2.95, is an excellent and fast-paced adventure story for young readers. Sargeant Williams, one of his men, and a homeless Airdale they befriend are marooned in an occupied country and aided by a courageous young French girl. Suspense and excitement are maintained throughout in a series of tense episodes involving encounters with enemy forces and the interminably long search and wait for husband and father by Sargeant Williams' family. Good as history and fiction.

The complexities of the Supreme Court, its functions, powers, and history, are interpreted in a clear and informative style in **The Supreme**

for Children

Court by Gerald W. Johnson, Morrow 1962, 2.95. This is the second volume of a trilogy by the author on the three branches of American government. The first, **The Presidency,** Morrow 1962, 2.95, is a concise and timely overview of the Executive branch. Both volumes are handsomely illustrated with dramatic wood cuts by Leonard Everett and provide students and readers of all ages with a significantly interesting explanation of the workings of our government.

John Updike's **The magic flute,** Knopf 1962, 3.29 an adaptation of Mozart's classic opera, deftly combines the main musical themes of the opera with a beautifully-told and enchanting story. Pictures in color by Warren Chappell capture the moods of music and story and compliment the charming characterizations of Tamino, Pamina, Papageno, and Sarastro. This is an ideal book to give children a first taste of the opera.

Set in New Hope, Pennsylvania, Jane Flory's **A tune for the tow path,** Houghton 1962, 3.25, gives a realistic picture of life on the Delaware Canal in the late 1800's. Excellent values, fine period background, lively characterizations, and skillfully handled situations and relationships make this rewarding fare for boys and girls in the intermediate grades who are interested in the youngsters of an earlier day and their way of life.

Mrs. Cary hadn't really expected to cope with The Cat when she moved from the big city. She hadn't counted on children complicating her plan for a quiet and well-ordered country life either. Certainly she didn't dream that she, her nephew Brad, and The Cat (who talked) would figure in a series of mad-cap adventures involving smugglers, a ghost, and hidden treasure, for instance. **The Cat and Mrs. Cary** by Doris Gates, Viking 1962, 3.00, is an amusing and beguiling tale for the 9-to-12 year olds.

Alonzo Albury was born with the gift of making music. Later he acquired that of loving horses and it was virtually impossible for him to choose bvetween the two. Finally circumstances force him to choose between Whitecap, the wild and beautiful gray mare he loves, and a Spanish guitar to replace the lost guitar that had belonged to his grandfather. **Whitecap's song,** by Jocelyn Arundel, McGraw 1962, 2.95, is enhanced by Wesley Dennis' masterly illustrations and promises to be vastly popular with boys and girls who can't ever seem to find enough horse stories.

BOOKS ABOUT MONTANA AND THE WEST

The following list of books about Montana have been added to the State Library collection since the printing of our selected list of Books About Montana and the West.

Barsness, Larry. Gold camp: Alder Gulch and Virginia City, Montana. Hastings 1962 $5.95

Conklin, Myrtle. Beneath Montana Skies, (poetry) Exposition 1962 $2.50

Dusenberry, Verne. Montana Cree. Author, at MSC, Bozeman, or any Montana bookstore. Almquist & Wiksell 1962 $12.00

Fisher, Vardis. Suicide or murder. Swallow 1962 $4.95

Gitchel, Jay W. We bet our lives. Vantage 1962 $3.50

Grinnell, George. Cheyenne Indians; with an introduction to the new edition by Mari Sandoz. Cooper Square 1962 $20.00

Hansen, Virginia. Fabulous past of Cooke City. Author, 2407 Cascade, Billings. 1962 $1.00

Johnson, Virginia. Unregimented general: biography of Nelson A. Miles. Houghton 1962 $6.00

Lass, William. History of steam-boating on the Upper Missouri. Univ. of Nebraska 1962 $5.50

Lewis, Meriwether. Letters of the Lewis and Clark expedition with related documents, 1783-1854. Univ. of Illinois 1962 $10.00

McAlear, J. F. Fabulous Flathead. Author, Polson, Montana 1962 $3.00

Phillips, Paul. Medicine in Montana. Montana State Univ. Press 1962 $10.00

Selby, Hazel. Home to my mountains. Van Nostrand 1962 $4.50

Stegner, Wallace. Wolf willow. Viking 1962 $5.95

Utley, Robert M. Custer and the great controversy. Westernlore 1962 $6.75

Juvenile Books

Henry, Ralph. Our land Montana. State Publishing Co., Helena 1962 $4.70

Leighton, Margaret. Bride of glory. Farrar 1962 $3.25

Scherf, Margaret. Mystery of the velvet box. Watts 1962 $2.95

The State Historical Society Offers the Following Booklets:

Mattes, Merrill J. Colter's Hell and Jackson's Hole. Yellowstone Lib. & Museum Assoc. 1962 $1.25

Pace, Dick. Golden Gulch. McKee 1962 $1.00

Pfaller, O. S. B. Father DeSmet in Dakota. Assumption Abbey Press 1962 $1.00

PUBLIC LIBRARY STATISTICS COVERING THE YEAR 1961-1962

Compilation of statistics for libraries for fiscal 1962 show:

579,385 people in Montana reside in an area where there is library service of a varying degree.

95,382 residents are unserved except through direct loan from the State Library.

Total volumes in library collections, 1,190,915; (1.52 volume per capita)

Library materials circulated 3,366,341, an increase of 44 percent over the year 1956 when the Library Services Act was passed.

Library budgets, both urban and rural, total $945,420.44, an increase of 40 percent over 1956.

There are 33 counties with county libraries (this number includes counties which have contracted for service with a city system). 23 counties are unserved.

Federations of Libraries

Each library in the state is included in the following chart, but in order to give a better picture of service and use in the multi-county systems, the following statistics have been compiled:

Great Falls Federation

Area	4,302	sq. miles
Population	81,071	
Budget	$186,908	
Books	136,327	
Circulation	531,241	

Northwest Federation

Area	8,892	sq. miles
Population	45,502	
Budget	$ 70,211	
Books	112,928	
Circulation	508,783	

Sagebrush Federation

Area	18,949	sq. miles
Population	36,524	
Budget	$ 51,564	
Books	62,177	
Circulation	232,567	

PUBLIC LIBRARY STATISTICS COVERING THE YEAR 1961-1962

City and County	Library	Librarian	Population Served*	Mill Levy	Total Income	Per. Cap. Approp.	Vols. In Library	Circulation
Anaconda,	Hearst Free Library	Natalie Sliepcevich	18,640	2. .75 Co.	24,429.50	1.31	23,289	64,514
Baker,	see Sagebrush Federation							
Belfry,	Public Library	Mrs. W. E. Fenlon	250	None	182.40	None	3,000	722
Belgrade,	Public Library	Mrs. G. Van Delinder	1,057	3.	1,200.00	1.14	2,847	3,904
Belt,	see Great Falls Federation							
Big Timber,	Carnegie Library	Mrs. M. Goosey	1,660	3.5 ($750.00 Co.)	4,460.56	2.69	12,940	18,651
Billings,	Parmly Billings Memorial Library	Ann L. Whitmack	52,851	2.24	109,856.87	2.07	87,456	309,821
Bozeman,	Public Library	Margaret Hileman	13,361	3.	25,401.70	1.90	14,661	111,474
Bridger,	Community Library	Mrs. Ethyl Skibby	824					
Broadus,	see Sagebrush Federation							
Butte,	Free Public Library	Mrs. Julia Leyden	46,454	3.5 ($10,000 Co.)	72,066.29	1.55	75,000	88,435
Cascade,	see Great Falls Federation							
Chester,	Liberty County Library	Mrs. Lilly Eveland	2,624	.2 Co.	1,500.00	.57	5,200	6,050
Choteau,	Public Library	Mrs. E. J. Crary	1,966					
Chinook,	Blaine County Library	Mrs. C. O'Brien	5,372	.92 Co.	7,789.00	1.45	29,300	31,318
Circle,	George McCone Memorial Library	Mrs. Iona M. Stover	3,321	.75 Co.	3,164.68	.96	11,318	18,061
Columbus,	Stillwater County Library	Mrs. Helen Prichard	5,526	.93 Co.	8,380.00	1.51	15,947	54,909
Conrad,	see Great Falls Federation							
Culbertson,	see Wolf Point							
Cut Bank,	Glacier County Library	Mrs. L. Anderson	11,565	1.84 Co.	25,060.00	2.17	38,459	100,864
Darby,	Public Library	Mrs. E. Thorn, Jr. Abbie Osborne	398	3.	831.85		3,310	3,021
Deer Lodge,	Wm. K. Kohrs Memorial Library	Mrs. M. MacCalam	4,681	3.5	5,796.26	1.23	11,000	12,598
Denton,	Public Library	Mabel S. Graft	410	2.5	885.41	2.16	2,426	3,040
Dillon,	Public Library	Mrs. Ed Donovan	3,690	3.5	6,925.61	1.88	19,656	11,200
Dixon,	Public Library	Mrs. Lew Ayers	400	None	None	None	2,065	3,300
Fairfield,	Public Library	Mrs. G. Ellingson	752	1.5	652.20	.87	2,500	3,480
Forsyth,	Rosebud County Library	Mrs. Emily Shotwell	6,187	.402Co.	9,840.00	1.59	13,273	43,420
Fort Benton,	Chouteau County Free Library	Mrs. Kay Courtnage	7,348	1.4 Co.	20,958.00	2.85	18,406	38,459
Froid,	see Wolf Point							

*1960 Census

(Blank spaces indicate incomplete information)

PUBLIC LIBRARY STATISTICS COVERING THE YEAR 1961-1962

City and County Library	Librarian	Population Served*	Mill Levy	Total Income	Per Cap. Approp.	Vols. In Library	Circulation
Gardiner, School & Community Library	Mrs. Irene Hoiland						
Glasgow, Carnegie City-County Library	Zoe Baur	17,080	2.7	16,410.00	.96	28,000	71,777
			.75 Co.				
Glendive, see Sagebrush Federation							
Great Falls Federation of Libraries							
Great Falls, Public Library	Mrs. A. S. Jacobs	73,418	3.5	177,007.36	2.18	123,789	501,032
Serving Cascade & Pondera Counties			.98 Co.				
	Pondera	7,653					
Belt, Public Library	Mrs. Violet McGee						
	(Inc. above)	(757)	None	167.30		1,475	6,038
Cascade, Wedsworth Memorial Library	Mrs. Joy Hamlett						
	(Inc. above)	(604)	None	1,192.00		2,500	11,820
Conrad, Public Library	Mrs. Jane Holmes						
	(Inc. above)	(7,653)	2.75	5,738.37		7,563	41,939
			1. Co.	2,500.00 Co.			
Valier, Public Library	Mrs. M. Holm						
	(Inc. above)	(724	.5	240.00 City		1,000	12,068
				(Co. Approp. Inc. above)			
Hamilton, Public Library	Mrs. K. Hammond	2,475	3.	4,950.50	2.01	13,250	39,000
Hardin, Big Horn County Library	N. Leffler (Acting)	10,007	1.21 Co.	11,155.00	1.11	18,268	51,977
Harlem, Public Library	Mrs. D. Brower	2,719	2.	3,327.00	1.22	4,362	8,355
(Serves Fort Belknap)			.9 Co.				
Harlowton, Public Library	Georgia R. James	1,374	None	1,100.00	None	7,593	12,892
Havre, Public Library	Mrs. M. Antunes	10,740	2.5	16,015.00	1.49	17,238	63,328
Havre, Hill County Rural Library	Mrs. M. Moores	8,913	.80 Co.	6,834.68	.77	13,991	27,472
Helena, Public Library	Roger Spillers	20,227	3.5	55,334.44	2.73	50,000	85,302
Hysham, Treasure County Library	Mrs. G. Stewart	494	None	100.00	None	1,346	
Jordan, see Sagebrush Federation							
Kalispell, Carnegie City, see N.W. Mont. Fed.							
Kalispell, Flathead Co., see N.W. Mont. Fed.							
Laurel, Public Library	Frances Fenton	4,601	3.	6,228.34	1.35	11,109	26,606
Lewistown, Carnegie Public Library	Mrs. K. E. Pittman	7,408	3.5	15,793.00	2.13	18,528	87,879

*1960 Census

(Blank spaces indicate incomplete information)

PUBLIC LIBRARY STATISTICS COVERING THE YEAR 1961-1962

City and County Library	Librarian	Population Served*	Mill Levy	Total Income	Per. Cap. Approp.	Vols. In Library	Circulation
Libby, see Northwest Montana Federation							
Lincoln, Public Library	Mrs. Lillian Eaton	593	None	125.86	None	1,821	1,200
Livingston, Public Library	Mrs. Pearl Sprigg	8,229	3.13	22,225.00	2.71	15,000	76,203
Malta, Phillips County Library	Mrs. V. A. Bergan	6,027		5,250.00	.88	12,061	26,564
Medicine Lake, see Plentywood							
Miles City, see Sagebrush Federation							
Missoula, Public & County Library	Evelyn Swant	44,663	2.8	43,996.43	1.46	81,095	192,048
			1.055Co.	21,358.45			
Moore, Public Library	Mrs. Ted Estes	216	3.	340.00	1.58	3,950	3,417
Northwest Montana Federation of Libraries							
Libby, Lincoln County Free Library	Mrs. R. F. Herrig	12,537	2. Co.	20,312.00	1.62	34,793	146,184
Kalispell, Carnegie City Library	Mrs. J. Sturdivant	10,151	3.5	19,750.00	1.95	31,857	111,826
Kalispell, Flathead County Library	Mrs. M. H. Grawe	22,814	1.54 Co.	27,070.00	1.18	34,298	213,551
Whitefish, Public Library	Mrs. M. Engelter	(2,965)	3.5	5,329.36	1.79	11,980	37,222
	(Inc. above)						
Philipsburg, Free Library		1,107					
Plains, Public Library	Mrs. Eva Goodrich	769	3.5	1,426.71	1.85	5,534	7,587
Plentywood, Sheridan County Free Library	Mrs. D. Anhalt	6,458		6,800.00	1.05	7,900	20,000
Medicine Lake, Public Library	Mrs. Lottie Blank	(452)	None	50.00	None	1,500	2,500
	(Inc. above)						
Polson, City Library	Mrs. Edith Fox	4,749	2.	2,794.81	.58	15,950	6,890
	Mrs. C. McConnell						
Poplar, see Wolf Point							
Red Lodge, Carnegie Public Library	Robert W. Moran	2,278	3.5	3,745.95	1.64	9,428	14,253
Ronan, City Library	Mrs. L. M. Flanagan	1,334	3.5	2,800.00	2.09	4,000	2,500
Roundup, Public Library	Mrs. Opal Meyers	2,842				8,320	15,560
Sagebrush Federation of Libraries							
Miles City, Carnegie Public Library	Mrs. C. M. Smith	13,227	3.	21,244.50	1.61	35,002	153,679
			.25 Co.				
	Carter	2,493					
Baker, Fallon County Free Library	Mrs. A. O. Newell	3,997	.30	5,119.19	1.28	4,000	29,247
Broadus, Powder River County Library	Mrs. Mary Watters	2,485	.25 Co.	900.00	.37	4,349	8,260

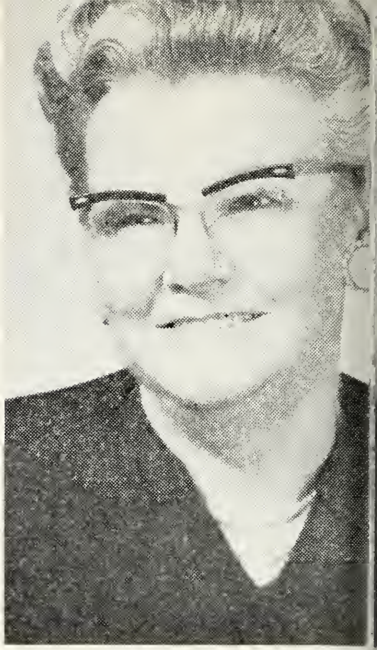
*1960 Census

(Blank spaces indicate incomplete information)

City and County Library	Librarian	Population Served*	Mill Levy	Total Income	Per. Cap. Approp.	Vols. In Library	Circulation
Glendive, Public Library	Mrs. Perl Coombs	12,341	2. 1. Co.	21,200.00	1.72	16,400	63,162
Jordan, Garfield County Free Library	Mrs. Doris M. Mart	1,981		3,100.00	1.57	2,426	14,103
Scobey, Daniels County Free Library	Mrs. B. M. Sorte	3,755	.72 Co.	3,387.46	.91	5,113	5,880
Shelby, Toole County Library	Mrs. R. P. Kincheloe	7,904	1.	8,440.00	1.07	20,733	31,637
Sunburst (Branch Library)	Mrs. D. Springer (Inc. above)	(882)				1,500	1,436
Sheridan, Public Library	Mrs. C. Holland	539					
Sidney, Public Library	Mrs. S. L. Jones	10,504	3. .25 Co.	10,430.54	.99	9,750	37,245
Stanford, Judith Basin County Free Library	Mrs. E. R. Wineman	3,085		7,829.50	2.53	15,297	29,883
Stevensville, Public Library	Mrs. Nina Drew	784	3.	1,200.00	1.53	3,779	3,681
Sunburst, see Shelby							
Superior, Mineral County Library	Mrs. Georgia Dyer	3,037	1.33 Co.	4,215.47	1.39	7,084	18,088
Terry, Public Library	Mrs. M. E. Dunnam	2,318	.5 Co.	2,075.77	.89	8,193	14,278
Thompson Falls, Public Library	Mrs. V. Kemmerer	1,274	3.	1,654.46	1.29	3,721	7,760
Townsend, Broadwater County Library	Mrs. Lloyd Heberle	2,804	.37 Co.	1,673.00	.59	6,659	29,359
Twin Bridges, Public Library	Mrs. May Lunger	509	2.	372.90	.73	7,650	
Valier, see Great Falls Federation							
Virginia City, Thompson-Hickman Free Co. Library	Mrs. F. Thomas	5,211		1,908.16	.36	6,951	3,034
Whitefish, see Northwest Montana Federation							
White Sulphur Springs, Meagher Co. Library	Mrs. M. L. Dunkel	2,566	2.	531.60	.21	8,009	3,725
Wibaux, Woman's Club Library	Mrs. D. L. Collins	1,698	None	660.00	None	3,075	3,652
Winnett, Public Library	Mrs. F. E. Kindt	894	.5 Co.	746.00	.84	2,069	2,719
Wolf Point, Roosevelt County Library	Mrs. B. A. Hanson	11,731	.59 Co.	10,290.00	.88	16,178	39,203
Culbertson, Public Library	Kathryn Garbe (Inc. above)	(919)	1.	350.00		5,200	8,664
Froid, Public Library	Mrs. G. Krohmer (Inc. above)	(418)	2.	44.00		1,725	915
Poplar, City Library	Mrs. K. L. Hanson (Inc. above)	(1,565)	2.	1,200.00		4,500	4,500

*1960 Census

(Blank spaces indicate incomplete information)



BOOKS AND LIBRARIES ARE OUR FRIENDS

By Mrs. Abbie Anderson, Chairman
Trustees and Friends Div., MLA

"Friends of the Libraries" are not new! Their name is relatively new, but as far back as early in the 18th Century, there were library companies and societies started for the purpose of maintaining public libraries.

During the depression days of the 1930's many "Friends" groups sprang up to assist libraries. During that time money for libraries was scarce and the use of books was very great.

In Montana the first "Friends" group was started in 1948 in Hill County—now these groups are scattered over most of the state with a membership of almost 500. The "Friends of the Library" try to help in any way they can to promote reading interest and the use of the library in their community and in their state.

Our libraries are needed today even more than in the early years. Radio and TV do not take the place of books. While visiting with a librarian, she stated that the library circulation dropped when TV came into existence, but in a very short time the readers were back and the circulation was normal again. In the nation as a whole, television has stimulated and increased reading to a gratifying degree.

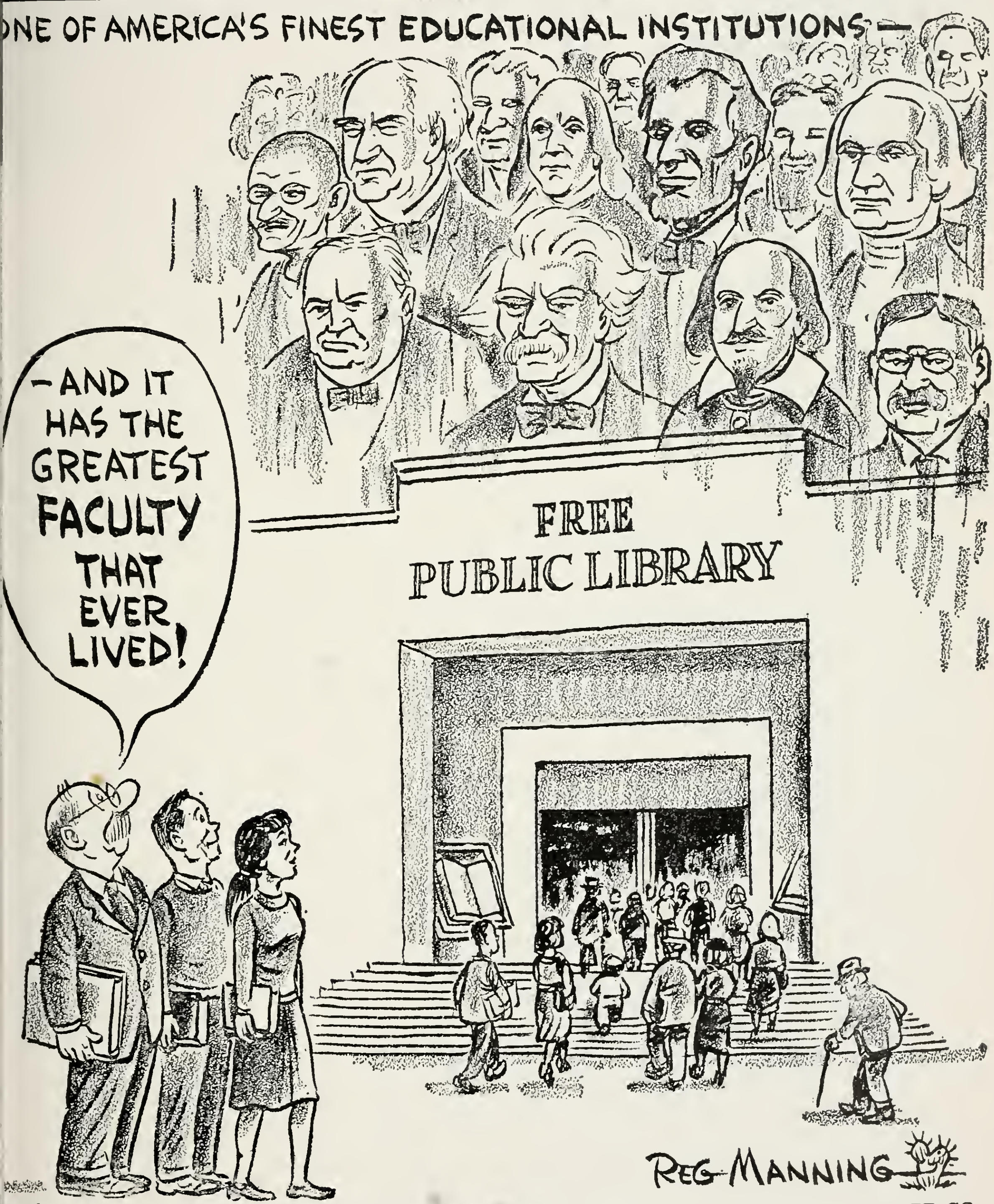
In our state the cost of libraries ranges from 13 cents to $2.50 per year per capita served. No one person could buy a good book for that amount, but with our good libraries you can read almost any book. Inter-library loan service will get you the book if the local library does not have it. Even for the library that costs the most, the cost per capita will only equal enough for the purchase of a few paper-back books, so start your children on a pattern of good inexpensive reading by teaching them to use the public library.

For many years I was a farm wife and we hired much outside help. The man that had learned to read could spend a quiet evening and Sunday afternoon with a book or magazine while the one that didn't read walked the floor, went to town, and was at a loss as to how to spend his leisure hours. Teach your children to read and to love books in their early years and as they grow up they will continue to use books so that their education will continue to progress.

Montana Libraries

ol. XVI APRIL 1963 No. 3

h Say, Can You See - ? By Reg Manning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REG MANNING

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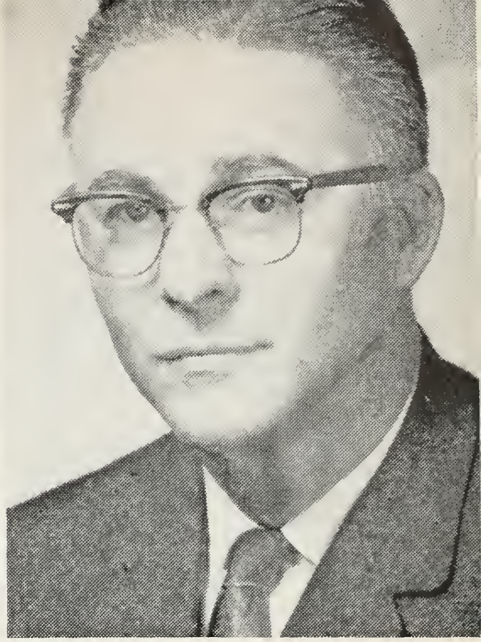
MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian.

WHAT BOOKS AND READING MEAN TO ME



Books have played a major part in my life. As a child, I read everything around the house and borrowed regularly from our branch library. In high school and college, books were the means by which I got an education, and although my reading too often took me away from the textbooks upon which I was tested, still I don't feel that it was wasted.

In later years, although I often read for entertainment, I look upon books and other types of reading materials as the source of ideas—ideas upon which we shape our courses of action as citizens of a free society.

This is not an easy process. Many people have the idea that if it says so in a book, it must necessarily be true. Such is not the case. Something may be true only as far as it goes; it may be true in one frame of reference but not in another; or it may be true only if you accept the author's whole thesis. We should, then, balance one idea against another—one truth against another.

I have had people say to me that they have read both sides of a certain controversial issue only to be confused because both seem to be reasonable. This is why I say the process of shaping a course of action from the study of ideas is not any easy one. But the more one reads in all fields of knowledge, the better one is equipped to establish desirable values for himself and for society and the easier it is to decide which ideas best fortify these values. Only through wide reading of good books is this possible.

Let me illustrate this point. Most of us, if asked if we thought education should be kept out of politics, would reply in the affirmative. But public education is paid for by public money and the raising and allocation of this money is accomplished through the political process. There can be no separation of public education and politics. The question, then, is not the elimination of politics from education, but to define the role politics should play in the development of education. Not many people understand this distinction, which applies as well to tax supported libraries. To understand it fully, requires much reading in history, education, philosophy, and ethics as well as political science.

So I try to read as widely as possible, in order that I may resolve conflicting ideas into some pattern that is satisfying to my own sense of values, which are in turn reinforced by the reading I do. It is a delightful circle, and one that continues to intrigue me.

Merwin Moores, President Pacific Northwest Library Association

COME TO OUR GOLDEN JUBILEE!

Dear Friends,

The 50th Annual Conference of the Montana Library Association will be held in Great Falls on May 10-12. Let us make this truly a Golden Jubilee in every possible way!

We are honored to have Mrs. Grace Stevenson, Deputy Executive Director of the American Library Association, as our special guest. We will also have from ALA, Mr. Don Wright who was Director of ALA's Small Library Project and is now Executive Secretary of the American Library Trustee Association. Mr. Wright will have an additional meeting with the Trustees and Friends Division on Saturday morning. For our first banquet on Friday, Mr. John Hutchens, Book Review Editor of the New York Herald Tribune will return to his native state to address us on "The Confessions of a New York Newspaper Book Reviewer, or, the Care and Feeding of Authors, Editors, Publishers." He will also be on hand on Saturday to take part in the program with the Montana authors.

On Saturday, Mr. Randall Swanberg, Chairman of National Library Week in Montana, will give the banquet address. His stirring topic is "Libraries—Our Storehouse of Knowledge". Saturday afternoon will be devoted to a pleasant and informative visit with many of our Montana authors and Mr. Robert McCaig of Great Falls will preside.

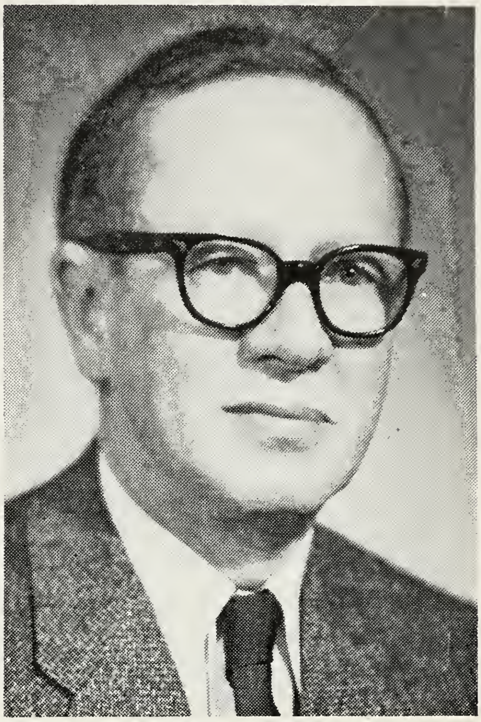
Our theme is **Live with Books.** Our program is chiefly concerned with the pursuit of reading, the pleasure which everyone of us in the library world shares. We will have a delightful time together—and learn too as we always do at these annual meetings.

On Saturday, Jane Carey has planned a most stimulating program for the School Library Division, with Mrs. Patricia Pond, Assistant Professor of the University of Minnesota Library School, as panel leader. We are all to hear Homer Loucks, Director, Division of Instructional Services, Department of Public Instruction, Helena, at our Saturday noon luncheon.

Mrs. R. D. Warden will be our hostess on Thursday evening at her charming home for a social hour between seven and nine o'clock. We were royally entertained at her home when we last met in Great Falls and are pleased beyond words to have this experience repeated this year. Then on Friday after our meeting we are to have time to visit some of the libraries in Great Falls.

Do come! Bring your friends and patrons and help us to make the 50th Annual Conference a time we will never forget!

DISTINGUISHED GUESTS WILL ATTEND MLA

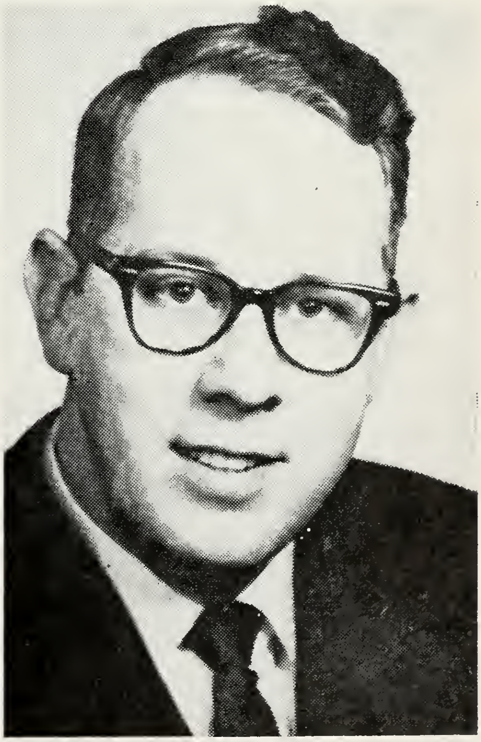


MRS. GRACE STEVENSON

Deputy Executive Director of the American Library Association, and who will give the opening address on Friday, will take part in the morning panel on The Selection of Books and will speak at the luncheon Friday noon.

MR. JOHN HUTCHENS

Staff writer for the New York Herald Tribune who writes their book reviews, will be the Friday Banquet speaker and will also participate in the Saturday afternoon program with Montana authors. Mr. Hutchens is a native of Montana and started his newspaper career on the Missoulian.



MR. DONALD E. WRIGHT

Executive Secretary of the American Library Trustees Association of ALA and earlier Director of the Small Libraries Project, (pictured on the right), will conduct a symposium Friday morning on Formulating the Library Policy Statement. He will also address the trustees at their meeting on Saturday morning.

WHY I LIKE LIBRARIES

By Virginia Weisel Johnson*

A friend said the other day, "You spend a lot of time in libraries, don't you?"

I said, "Yes, but not because I have to; I like libraries."

What is the attraction behind the big, glass doors? It consists of many things of which only one is the rows of books with variegated bindings. Some covers are worn, showing years of use; others have new, shiny dust jackets with pictures to catch the reader's eye. If you select the worn volume, you will find the classics such as Dickens' "Oliver Twist" or Tolstoy's "War and Peace." How many of the books touted today as classics will live as long as these? Tastes in reading have changed with the times, revealing much of our economic and social progress. Today we find such books as "Graustark" naive and yet, we long to return to that age of idealism. Do our novels today, with their emphasis on violence and sex, reflect our modern civilization?

These questions might be answered in the library which provides a cross section of the community and, therefore, of America. In the periodical reading room, we see old men turning the leaves of the newspapers with trembling hands. Perhaps, they have no place else to go and the reading room is a refuge from loneliness. The greatest boon of books is escape into what might have been for the old, the ill and the lonely. In another part of the library, we find housewives browsing among the bookstalls in search of light romances and mysteries to pass away the time while the baby is sleeping or the laundry sloshing in the washing machine. These women make no pretense of reading to "improve their minds"—and make no mistake about it— they do have minds; good ones, but the distractions of a young mother are too varied to permit her to sit down with a difficult novel filled with symbolism. Later, when the children are in high school and she is more status conscious, she will read what the critics recommend.

Moving on, we find a man frowning over the card index file. What is he working on? Is he interested in a do it yourself project? or is he a writer? If he is the latter, he will receive the help of the librarians in finding what he needs, whether it be a quotation easily located in Bartlett or a forgotten item in the yellowing files of a newspaper. How

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*Mrs. Johnson is the Montana author of the popular "Unregimented General", biography of General Nelson A. Miles many stop to wonder at the patience of the librarians who are asked so many times a day to aid in this or that project?

In the more remote recesses of the library, we stumble on the scholar. He-or-she is usually sitting at an isolated table spread with manuscripts, books and ancient periodicals that are kept in the locked files. The scholar is oblivious of the world about him as he makes notes. How he can be envied! When he finds a bit of information he's been searching for, he is more excited than if he had found a gold mine—and all without costing a cent.

Returning to the desk, we hear a mother asking the librarian for a book on projects for a Girl Scout Troop. Does the library have something? Yes, they do. They have something for every occasion. It is, now, a quarter of four and the grade and high school students are coming in to look for books assigned them by their English teachers. They are noisy and one wonders if they'll appreciate "Macbeth." They won't, but the play, hammered into them by their teachers, will be remembered and, in time, some of them will return to read it and they will think about it. They might even realize that in our libraries are stored the wisdom of man from the beginning of civilization to the present uncertain future. Why, indeed, should a library not be one of the most fascinating places in the world?

MARGARET WARDEN REPORTS

Dear Friends:

In this open letter, I want to give you my heartfelt thanks for doing such a fine job in contacting legislators before and after they went to Helena. You did a magnificent job and everyone was informed about the work the State Library is doing. Without the letters, phone calls, wires and personal contacts, I am sure that the budget would not have been increased by $6,659 for each of the next two years. It is poor pay for such a fine job just to say "thank you", but I mean it from the bottom of my heart.

With the closing of the Legislature at Helena this week, I had hoped to bring you a very optimistic report about the size of the budget appropriated by our Montana Legislators for the Montana Library Commission. The Commission was granted $6,659 more for each of the next two years than it was given in the last biennium, 1961-63. The combined Library Services Act money (federal funds) and the State General Fund grants for the next two years make a total budget of $252,000.

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Before you look at this figure and say to yourself, this is enough budget, I'd like to explain why it isn't. To pay salaries and pay the operating costs of the State Library in Missoula, last year it cost $69,300. Services to the blind required the expenditure of $3,600 while the $16,000 spent as capital outlay for books made up the figure of $88,900. This is the money needed to run the Library and this is the amount we asked our Legislators for.

Consider, then, the difference between $88,900 actual expenses and the budget grant from the State General Fund of $52,994! How is this difference made up? The Federal Library Services Act provides money for states who have an operating State Library. In our state, we get the maximum amount allowed, or $73,006. The $21,012 difference is taken out of the federal grant of $73,006, leaving a balance of $51,994 which is the entire amount now left for each year of the biennium, 1963-65, for extending library services in the state. This greatly limits the possibilities of giving demonstration of library service by the State Library Commission.

It has been the feeling of the State Library Association and all of the legislative committees that the State of Montana should provide funds for the operating expenses of the State Library, thus freeing Federal Library Services Act funds for the use for which they were intended: to provide demonstrations for the extension of library services in the state.

We have about 600,000 people in the state. Divide this into $51,994 and it makes 8½ cents per person available for this work. Is that enough? We don't think so.

Prior to the start of the Legislative Session in Helena in January, the Budget Director consulted with all boards and commissions and other agencies of the State Government. He determined just how much would be available to run each department and following this course, met with department heads and set forth the appropriations that would be available to each department from both state and federal funds. Incidentally, very little was done by the Legislators to change these figures. For the Library Commission, this was the figure of $252,000 for the biennium. Each department head was asked to sign a statement, agreeing that he could operate on this amount for the coming bi-

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ennium. In the case of the State Library Commission, the agreement was signed with a footnote appended explaining that the use of federal funds to maintain the commission office, its library and its services would decrease the federal funds available for assisting local library development.

I met with the Appropriations Committee members of the House of Representatives, Chairman Clyde Hawks and Vice Chairman Norris Nichols, who served as the House committee to study this budget as well as Senator John E. Carney, Chairman of the Senate Finance and Claims Committee and his Vice Chairman, Senator John MacDonald. With Mrs. Pat McNamer and John Lahr, we explained why an increased budget was important. They were sympathetic, well-informed and interested, but indicated that the signed budget and lack of money presented a great problem. As I have indicated, no change from the original budget from the state of $52,994 was made.

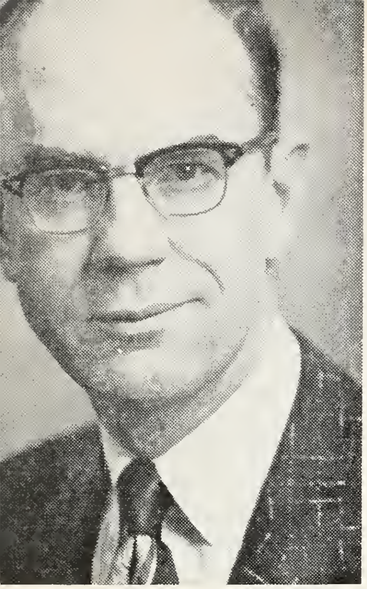
I do not look at this picture with gloom for I feel that many hundreds of people are better acquainted with the library picture in this state than they ever were before. It has pointed up the local and state needs to many who took them for granted. There is a working group of people interested in better library service and we must continue to work to promote this interest.

We asked you to see that your Legislator would go to Helena informed on the services of the Montana Library Commission, and I'd like to say that I know first hand that they were informed. Keep talking libraries. Remember that National Library Week will soon be here and that the people you contact in your everyday life will be the ones to decide what amount of expansion we can have in local and regional and state libraries.

Thank you again for your efforts and remember that everything worthwhile started on a small scale and finally built up to satisfy our citizens.

Sincerely,

Mrs. R. D. (Margaret) Warden
Legislative Chairman
Montana Library Assn.



EVERYONE'S HERITAGE

By Randall Swanberg, State Chairman National Library Week—1963

This year's National Library Week slogan, "Reading—The Fifth Freedom . . . Enjoy It!" appears to be in juxtaposition with a recently published pamphlet by Justice William O. Douglas, called, "Freedom of the Mind."* Here is a little guide devoted to the principles of free thought that is being quoted in the press, by educators, masters of ceremony, and especially by attorneys. The succinctness of the language and the plea for tolerance for all ideas make this booklet a natural hunting-ground for quotable remarks on human liberties and rights.

In discussing the "Shackles on Thought," the Justice says, "The arrival of the printing press and the vast paraphernalia for publishing and distributing books and other literature spread ideas across the world. More and more people learned to read and, having acquired knowledge, sought to spread it. And so the major contest since the printing press has been over what may be published and distributed, what may be **read** and transmitted by the spoken word, and even what may be believed or thought."

Most of us concur that there should be no limitations on freedom to read, or freedom to use libraries of all kinds. Douglas emphasizes "The American government is premised on the theory that the mind of man is to be free, his ideas, his beliefs, his ideology, his philosophy . . ." This is our heritage, this freedom to read and to express oneself in print. Without it there could be no exchange of ideas or dissenting thoughts. Everyone needs his prejudices jarred and his interests piqued. What better way than through a book?

This is not the century for the unsocial ostrich posture, for we must regard our time as an age of scientific achievement, an age of exploding populations seeking national self-determination and self-education. The recent plight of the African students who had to go abroad (so disappointingly) seeking an education, is a testament to the urgent

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*Reading for an Age of Change series, 1962, No. 3, Public Affairs Committee Pamphlets.

desire for culture and advancement. When our school, college, university and public libraries are brimming with books, then education for all can be realized.

In the recent Desegregation Decision, Chief Justice Warren declared, "Today, education is perhaps the most important function of state and local governments. It is required in the performance of our most basic responsibilities. It is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education." How does one obtain this education without the books and libraries to assist him?

So it isn't illogical nor superficial to set aside one seven-day-week to remind ourselves of the role that libraries play in our learning and our leisure. Through reading, self-education becomes a continuing process—one, a great many of us practice throughout the other 51 weeks of the year. Let us not negate this precious Fifth Freedom to read. Let us especially remember this Week, April 21-27, 1963!

REPORTS, REPORTS, REPORTS!

Mrs. Barbara Houghton, Executive Director,
National Library Week in Montana

Here is a plea, straight from the heart, for your fine help in making our report for Montana outstanding and exciting. Last year, we graced the first page of the excellent brochure presented by the National Committee with Mrs. Med Bennett's prize winning picture of her charming children, Lisa and Edie, at their favorite pastime of reading. And throughout the report, Montana's imaginative programs were mentioned again and again.

This was only possible because you did such a superb job of sharing and I was able to include all of you and your activities in **my** yearly report. Do make this your first concern this year. I want pictures, news clippings and a complete account of every thrilling moment of the Week in your community. Help me again to tell the National Committee **everything** that we did in Montana!

HOW TO CONVERT THE HEATHEN*

Librarians in Montana are making increasing use of the fine services provided by the Montana Public Library Cooperative Film Service with Great Falls as the Center. Kathleen McKerrow, Assistant in charge of the Film Library reports that 363 films were borrowed during fiscal '62 and that if business keeps up, the total circulation for this year will be much greater.

Most popular in recent months has been **The Tour of the White House** and this is reserved solid through April; **That They May Live—** a film on safety and first aid is in increasing demand. Fishing and hunting films: **Glacier Park Studies, Hunting with a Camera,** and **Big Medicine** are getting extensive use. Kathleen reports that **The Land of the Pink Snow** has been by far the most popular film in the collection and is now very nearly past its usefulness. Attempts to replace it with a new print have not been successful but Kathleen is exploring every possibility.

Two new films will be released soon: **Yellowstone, Our First National Park** and **The Mighty Ones,** a Canadian fishing film. Reports from those who have seen them say they are excellent. Other films will be previewed at the Montana Library Association meeting in Great Falls on Saturday afternoon to give all members an opportunity to choose which to buy for the Center.

In a definitive article entitled "How to Convert the Heathen" by Emil W. Allen, Jr., published in North Country Libraries, the use of films in a dynamic program of adult education is beautifully presented. He says, "Adult education is a dull and uninspiring term which, for want of a satisfactory alternative, best describes what is actually an exciting and vital aspect of American life in the 1960's. The public library is ideally suited to take an active role in this expanding field. Adult education is probably the best single method to broaden the library's appeal, and convert 'the heathen' into regular library patrons."

He adds that the unique position of the public library as the one facility where can be found the best thinking of the past and present

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*The title and much of this article has been borrowed with the permission of Mr. Emil W. Allen, Jr., Assistant State Librarian, New Hampshire State Library, printed in North Country Libraries, September-October, 1962 issue.

is not new. The early history of public library development in the United States shows clearly that the original and prime purpose was educational. It was only in later years that too many public libraries abandoned this goal in favor of recreational reading for a limited few.

Mr. Allen points out that library films are **not** just to look at and should never be used in this way. They should always serve as an educational experience and should be a part of a carefully planned program that ties them in with books. "Library film programs should **enrich** the viewers understanding, **educate** through discussion and **stimulate** a desire for further knowledge on the subject." It is not necessary to show the film in the library but Mr. Allen recommends that the program be taken to the people.

Some progress has been made in Montana in developing reading lists and program plans to accompany the films. It is our hope that much more of this can be done. Meantime, each library on its own initiative can provide books from the local library—and additional books from the State Library—to tie in with the subject of the film. We heartily endorse Mr. Allen's point here and will do all that we can at the state agency to help in planning and supplying the necessary books.

Mr. Allen ends with this stirring plea: "An appealing adult education program, reaching the diverse segments of the community, must be well-planned and amply publicized. Above all, to be successful, it must be promoted by an enthusiastic librarian determined to make it a success, and willing to do some good old-fashioned hard work. In short, you need the dedicated missionary spirit if you really want to convert the heathen."

* * * * *

ADULT EDUCATION is a new name for the oldest of American dreams: the betterment of one's self. It began with the first people who set foot on this soil from Europe. They came here with the idea that America was a place in which men could not only be free but could also build for themselves a society in which they could be as great as they had the power to be.

This is the oldest of the American dreams, and the term adult education means only that we now have special ways, rational ways, of going at the job.——Lyman Bryson

QUESTIONS, ANYONE?

By Barbara J. Houghton, Assistant Librarian,
Montana State Library Commission

> **The sages say, Dame Truth delights to dwell**
> **(Strange Mansion!) in the bottom of a well:**
> **Questions are then the Windlass and the Rope**
> **That pull the grave old gentlewoman up.**
>
> **—John Wolcot, Birthday Ode**

If Dame Truth is dwelling in the bottom of a well, you may be certain that our Readers Services Librarian, Florena Vinal, at the Montana State Library Commission will dig her out. Mrs. Vinal is the model of patience and industry when it comes to fielding elusive and esoteric questions. Her batting average is .400!

The State Library has become a veritable clearing house for those puzzling queries which require using the resources of a larger book collection than exists in many of the smaller libraries. After a library has exhausted its own sources it may do one of two things: write to the State Library Commission in Missoula, or admit failure to its patron. (We hope the latter action is a rarity.) The State Library collection totals over 50,000 volumes and has the privilege of using the excellent collections at Montana State University and the Missoula Public and County Library. One further avenue is available for researching a question, the Pacific Northwest Bibliographic Center located in Seattle. This Center contains the holdings of libraries in four western states and British Columbia.

Mrs. Vinal's mail is a regular grab-bag in its variety. She may receive a request on how to build a rock garden from an arid part of eastern Montana; the exceptional cold this winter brought forth a plea for a book on ice figure-skating, along with a specific request for the "Complete St. Bernard".

The enterprising do-it-yourselfers have written for information on house wiring, shoe construction, specifications and designs for picnic tables, the technical aspects of operating a small sawmill, and making jewelry. A most difficult assignment was one asking the dimensions and composition of a lime kiln, no small exercise for Florena's ingenuity.

Nor do requests confine themselves to the present day for the history buff is never content in his own era. A Greek scholar wants to read the Dialogues of Plato, especially the "Phaedo"; readers in northwest Montana want to do Scotch-Irish ancestral research, including learning the clans and tartans of Scotland; pushing into the 19th century, a police chief desires books on Confederate paper money (does

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Barbara Houghton and Florena Vinal prepare to answer the days requests.

this mean he found a secret cache?); and a gentleman from Lewistown is attempting to trace some early families in that area and wonders if a Polks Directory for 1909 is extant. We feel as though we have made a real contribution to the little theatre movement when we read newspaper reviews praising Hamilton's Thespians who performed Jean Kerr's **Mary, Mary** from our extensive play collection.

There are a few ifs, ands, and buts about this free service which should be amplified. The Readers Services Librarian prefers requests to be in a subject form rather than a specific item if possible. (e.g. books on snakes, rather than "Reptiles and their World", by C. L. Fenton.) This is especially true if someone is doing a study or paper and this allows the librarian to substitute if books are circulating or not available. Nevertheless, specific requests are honored and in the case of non-circulating bound magazines, if the borrower sends in the name of the article and its exact paging for the material needed, we can photo-copy it for him. When photo-copying is done, there is a charge of 15c per page for the expensive duplicating paper required. This library does give public library service to schools where such service is not available locally. Mrs. Vinal asks that teachers take responsibility for requests and that they do not encourage each pupil to write on his own initiative. We do not provide textbooks and are not able to supply textbook material for those taking correspondence or Extension courses. We **can** supply library books, however, in every field of interest for all ages.

If the State Library had a motto it wouldn't be "semper paratus" but something like a line from the "Merchant of Venice", saying, "We will answer all things faithfully" and I will add, to the best of our ability.

MONTANA LIBRARIES an

The Toole County Library came into being in 1948 through the efforts
Organization. It was set up in the basement of the Grace Building in Shelb
library were incorporated books from the Shelby Public Library which had s

The new library was supported by county taxes and administered by M
as librarian. Through her efforts, the county built a new building to house t
the Courthouse surrounded by lovely trees and lawn.

The library contains 20,000 volumes and had a circulation of 32,000 las
a story hour. The library sponsors a children's summer reading club and g
for those who finish, as well as sponsoring an all-county art exhibit during

In 1960, Mr. Vic Day gave his lifetime collection of Indian artifacts to
citizens of Toole County.

In 1962, the County Library took over the responsibility for a Branch Li
county. About 5,000 volumes are contained there. Previously, this little lib
individuals and supported by the Lion's Club. They are now housed in the

Trustees are: Toole County Commissioners—Harry Benjamin, D. B. Pac

Staff members include: Mrs. Ray P. Kincheloe, Librarian; Mrs. Frank

Sunburst Branch: Trustees: Mrs. Fred Beeson, Mrs. H. P. Coolidge, Mrs.
Springer.

IBRARIANS

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Shelby Woman's Club sponsors
ty during Children's Book Week
week.

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served by the volunteer help of
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Wigen.

Irs. Clem Dolven.

and; and Librarian, Mrs. Dorothy

Above: Dorothy Springer, Librarian of the Sunburst Branch Library, with Board members Guri Beeson, Gladys Hovland and Cynthia Canfield; at right, Fran Kincheloe at the desk, with Marguerite Marmont and Molly Dolven, staff members. Below, left, Toole County Library; below, right, the attractive childrens area.

THE NATIONAL EDUCATION IMPROVEMENT ACT OF 1963

In his Message on Education to Congress, President Kennedy's opening lines state: "Education is the keystone in the arch of freedom and progress . . . For the individual, the doors to the school house, to the library and to the college, lead to the richest treasures of our open society." This is the first time a president of the United States has mentioned and included libraries in such a message calling for concerted and coordinated action in the field of education.

Emerson Greenaway, Chairman of the ALA Committee on Legislation, gave a most exciting report to the Council on the President's **National Education Improvement Act of 1963** which was introduced by Senator Morse (Senate 580) and by Representatives Powell, Perkins, Green and others in the House (H. R. 3000). The bill calls for a three-year program ending June 30, 1966, which is the expiration date for the present Library Services Act. Four aspects of the bill are of particular moment to librarians:

"**Opportunities for Students:** Includes funds for a work-study program for academic institutions whereby money would be available to 'on campus' students who enroll in such a program.

Quality Education: Provides funds for the doctoral program ($37.5 million to broaden the existing authority to finance institutions for advanced study for teachers), and authorizes grants or contracts with higher education institutions for advanced study for teachers, including library personnel.

Also included is authorization of federal assistance to institutions and to trainees for specialized training needed by teachers and others in special educational fields. This would include under-graduate and masters' programs, also in-service training.

Funds for cooperative research would be made available. The appropriation represents a rise from $7 million to $17 million. With the specific mention of libraries in so many places in the entire bill, we should be prepared to propose worthwhile projects for research and participate in this program.

Higher Education: Federal grants will be made to public and nonprofit private higher education institutions, including junior colleges, to assist and encourage them in the acquisition for purchases of books,

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periodicals, documents and related library materials, and in the construction and equipment of library facilities.

Continuing Education: This is an amendment to the present Library Services Act, which would expand it to nonrural areas and would include construction of public community libraries. It would increase the annual authorization from $7.5 million to $25 million for fiscal 1964, eliminate limitations to rural areas, and continue preparation of state plans by the states themselves.

Mr. Greenaway's report calls particular attention to the fact that 'This is for the extension of the present Library Services Act to urban community libraries and the strengthening of community library services to students of all ages. This is in no sense a supplanting of, nor a substitution for, school library service.'

Emerson Greenaway stated in his report to Council: 'This is not a step forward; this is a giant leap forward. For the first time, Federal Administration has recognized what ALA has been trying to say for years—that library services are an integral part of the educational program. We are now included in a comprehensive educational proposal as co-equals in an attempt to raise the educational and cultural level of the American people. In 1956 after ten years of effort we received $2,050,000 of a $7.5 million authorization to start the Library Services Act. Seven years later, the President of the United States is recommending a $85 million program to improve our libraries. Yes, this is a giant leap!"

You are urged to write to either your Senator or Congressman for a copy of the bill so that you can study it and consider the implications for Montana.

MARGARET SCHERF WINS AWARD

The Watt Medal Mystery Award of $2500 was given this year to Peggy Scherf for her story for young people, "The Mystery of the Velvet Box", Watt, 1963. The Award is given each year for a work of singular merit in the field of children's mysteries. Peggy Scherf is well established as a writer of adult mysteries and has more than sixteen to her credit, many of them with a Montana setting. Published in February, was "The Diplomat and the Gold Piano", Doubleday, $3.50. This is a fascinating story of suspense—with delightful overtones of humor.

Congratulations to Peggy Scherf!

MOVE TO THE CENTER

By John Wakeman*

I am, I was told when asked to write this article, a librarian who has degenerated into a public relations practitioner, and then slunk over to the other side of the editorial desk.

This left me speculating about that sequence—librarian to publicist to editor. And it struck me that this was less a progression than a series of variations on a single theme. The librarian weighing what he knows about a book against what he knows about a potential reader; the publicist arranging and phrasing his story for a specific medium; the editor selecting or assigning or rejecting an article, one eye on his principles and the other on his audience: there really isn't much difference between them.

Each is peddling a certain view of an event, of an object, or perhaps of life in general. Each, in the process, seeks an honorable compromise between what his audience will swallow and what he wants it to swallow.

The urge or need to shape the thinking of others is shared by the artist, the teacher, the politician and the dictator, among others. Each goes about the business in his own way, but none is likely to succeed unless he understands the people who make up his audience—what they want, what they will accept, what makes them tick. Even Chairman Khrushchev walks a tightrope between the role he envisages for the Communist bloc, and the private dreams of his friends and enemies in that complex society.

The would-be opinion molder cannot hope to succeed unless he is both informed and realistic about his audience. Library publicists are frequently neither, and this seems to me the most serious single weakness in library public relations.

We are not alone, of course. Much professional public relations activity is equally unrealistic (and most professional advertising is abominable public relations). But public libraries have promotional problems not shared by most consumer goods and services. Food, soap and filling stations will be used in spite of all Madison Avenue can do. As the population grows and incomes rise, this use will even increase. The same is not necessarily true of public libraries.

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*John Wakeman relinquishes the editorship of the "Wilson Library Bulletin" to return to England where, once again, he moves to the other side of the editorial desk to earn his living as a freelance writer. This article reprinted from Library Journal—Dec. 15, 1962.

Consider for a moment the "mass media"—the machinery through which we try to reach the 80 or 90 per cent of the population who don't visit public libraries. That term "mass media" is used so loosely that most of us have forgotten what it stands for. The media are commercial institutions. Most of them are run for profit by businessmen and operated by technicians and wordmongers who are seldom intellectuals. The big ones have "research departments" (which they don't think of as libraries). The small ones may occasionally use the reference services of the local public library, but depend for most of their "editorial" content on the wire services, syndicated material and news releases.

The decision to use a particular story depends on several factors. Is the subject of the story of wide general interest? If it's about libraries, almost certainly not. After all, who needs them? The editor doesn't, nor does the publisher, nor do most of the paper's readers.

The picture might seem a little more hopeful in the case of a major newspaper or, say, a television network, which sometimes has something called an education editor. But education editors usually have a background in teaching or journalism, and don't know or care any more about libraries than fashion editors. (If you doubt this, study Fred Hechinger's Sunday column in the New York Times.)

Other factors which influence the selection or rejection of a given story include its style and presentation, and how closely they are tailored to the style and format of a particular newspaper or program; the scheduling of a release in relation to media deadlines and the press of other news; the politics of the publisher; the whims and foibles of the editor. The FCC enters the picture in relation to radio and television, which are required to carry a certain minimum amount of "public service" programming. And there is that depressing fact of life, the tie-in between advertising and editorial coverage in some sections of the communications industry. Libraries don't advertise, and it must be recognized that they would get a better deal in terms of free publicity if they did.

In spite of all this, a certain amount of library publicity gets into print and on the air. Media people aren't ogres, after all, but average sort of people with an average respect for books and an average affection for little Miss Whatsit who ran the library back home in Mud Puddle all those years ago. The selection of material that makes the grade reflects this primitive image—stories about the book which was taken out 400 years ago and mysteriously mailed back from Bhutan or, in the local paper, dutiful pictures of Topsy Doe, who read 3,000 books in the summer reading program. And there are exceptions, of

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course—reporters and editors who know and care about libraries, like Elliott Ashare of the Bergen Record, author of a recent superb series of stories about the libraries of Bergen, New Jersey. But these are exceptions.

How often do you see a story about the danger to education posed by the lack of trained personnel in school libraries, or the shortage of books in the public library or the crammed and antiquated college library? Information retrieval is in the news, because information is getting noticeably harder to locate and this affects business and industry and science and costs money. But in all the coverage of this subject, how many stories wind up without once mentioning libraries or librarians?

Much of this is a fault of the system, and some of it is our own fault. The media will be interested in libraries when libraries become important to their audiences. We will not achieve importance by fostering a 50-year-old cliche, by releasing quaint photographs of the biggest book and the littlest book in the library, but by demonstrating that libraries are tied directly in with politics and economics and business and the great social movements of our time. By getting up at PTA meetings and talking about individualized reading; by telling the chamber of commerce how you can save its members time and hard cash; by sending union locals information about books that will help victims of "technological unemployment" learn a new trade; by tracking down pamphlets and economic reports that will help the city council make up its mind about a new shopping center.

In short, by talking to people about their problems, not yours. By moving the library and the librarian into the center of society, where they are needed and where they belong.

* * * * *

For books are more than books, they are
the life,

The very heart and core of ages past;

The reason why men lived, and worked
and died,

The essence and quintessence of their
lives.

—Amy Lowell

NEWBERY-CALDECOTT AWARD

A housewife author who once served as a country storekeeper, and an artist whose only formal art training came as a WPA painter today were acclaimed as winners of the nation's top award given by the American Library Association for the most distinguished children's books published in 1962.

Madeleine L'Engle (Franklin), a one time actress, a country storekeeper, and now a wife and mother and Ezra Jack Keats were named winners of the 1963 Newbery and Caldecott Medals.

Announcement of the awards came from the New York office of Frederic G. Melcher, donor of the medals. Mrs. Ruth Gagliardo, director, Library Service, State Teachers Association, Lawrence, Kansas, made the announcement as chairman of the Newbery-Caldecott Awards Committee of the Children's Services Division which selects the award winning books on behalf of the American Library Association.

The John Newbery Medal, given annually since 1922 for the "most distinguished contribution to American literature for children" goes to Miss L'Engle for **A Wrinkle in Time** published by Farrar, Straus, and Cudahy, Inc.

The Randolph Caldecott Medal, awarded since 1938 to the artist of the year's "most distinguished American picture book," was won by Mr. Keats for **The Snowy Day,** published by The Viking Press, Inc., New York, N. Y.

These medals are the highest honor awarded creators of children's books. Selection is made by the committee from nominations submitted by school and children's librarians representative of different areas of the United States. Announcement of the awards is eagerly awaited by all who concern themselves with children's reading. The medals will be presented at the Newbery-Caldecott Awards banquet on Monday, July 15, at 7:30 p.m. in the International Room of the Conrad Hilton Hotel in Chicago, Ill., during the annual conference of the American Library Association. Tickets: $9.50. Checks to be sent to Mrs. Harriette Crummer, Evanston Public Library, Evanston, Illinois.

* * * * *

So to surround the child of today with books that reading for pleasure and profit may become a matter of course to him; that not only will he read but that he will like to read and that he will read with pleasure those books which will profit him. On the achievement of our purpose depends the reading of our citizens of the future and on their reading depends to a great extent the future of our nation.

—Sarah C. N. Bogle, American Library Association

New Books

By Peggy Gadbow, Director of Library, Missoula Public Schools

> **"Our young people constitute the greatest resource our country has— and books are the nourishment essential to their intellectual growth into thoughtful and informed citizens. . . ."**
>
> **John F. Kennedy**

It's an old-fashioned fairy tale and a bonus too, when the concept of standard measurement is conveyed by means of a delightfully entertaining and comical situation involving a big-footed king and his small-footed apprentice. With his introduction, "To a wonderful metric system without whose absence in the country this book would not have been possible," author Rolf Myller sets the tone for an amusing mixture of sense and nonsense to follow in **How big is a foot?** Atheneum, 1962, 2.74. Light-hearted illustrations by the author add sparkle and humor.

Favorite verses from a familiar old folk song are retold by John Langstaff in **Ol' Dan Tucker,** Harcourt, 1963, 3.27. Young fans who enjoyed his Caldecott Medal winning, **Frog went a'courting,** Harcourt, 1955, 3.26, and **Over in the meadow,** Harcourt, 1957, 3.26, will welcome another picture-song book hit and will love reading and singing about Ol' Dan Tucker's escapades. Masterful illustrations by Joe Krush capture the broad-humored flavor and the lively music of Southern Appalachian Mountain folk.

A **Golden touch** by Annabel and Edgar Johnson, Harper, 1963, 2.92, is an absorbing story of adventure and intrigue set in a Western mining camp; a treasure for Montana collections. Yet, the book is not limited to regional interests and will please young readers of any geographic area. Character relationships and conduct are handled with unusual sensitivity, sub-plots deftly interwoven, suspense maintained throughout. This is satisfying reading for sub-teens.

Leonard Simon's **The Day the numbers disappeared,** Whittlesey, 1963, 2.75, is a winning combination of intriguing facts and entertaining story. The indispensability of numbers as well as the complexities of early Egyptian, Greek, Roman and Hindu-Arabic numerical systems are conveyed to a class of rebelling pupils by Mr. Dibbs, a most competent and imaginative teacher. Educators and middle-grade youngsters alike will applaud his approach to an understanding of our own present day arithmetical concepts. Lively illustrations by Jeanne Bendick elucidate this very readable presentation of arithmetic.

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for Children

Hailed as a master storyteller and well-known for many novels about the West, including **Shane,** Houghton, 1954, 3.25, and **Old Ramon,** Houghton, 1960, 2.50, Jack Schaefer scores again. The **Plainsmen,** published by Houghton, 1963, 3.25, is a collection of nine of the author's outstanding short stories, especially selected on the basis of appeal to young adults. Each contributes to an authentic over-all recreation of the atmosphere, flavor, character and drama of the old West and will be welcome good reading to overlapping age groups.

Critics are comparing the first American edition of a book originally published in 1908 and revived again last year in England to **Call of the wild** and **Black Beauty. Finn the wolfhound** by A. J. Dawson, Harcourt, 1963, 3.50, is packed with the same terse adventure, pathos and excitement that characterizes these famous animal-story classics. It is bound to prove popular with animal lovers of every age and perhaps holds special apppeal for nostalgic readers who remember with pleasure stories that evoked many tears and edge-of-the-chair suspense.

The colorful Age of Chivalry comes to life under Walter Buehrs' skillful pen in **Chivalry and the mailed knight,** Putnam, 1963, 2.86. Eight-to-eleveners clamoring for books about knights and armour will find it an exciting account, rich with details about helmets, shields and weapons. Authenticated illustrations add visual interpretation to a vivid and expertly narrated story of a romantic era. A chapter on the Battle of Crecy, tales of the origin and history of famous orders and many other topics related to knighthood make this particularly informative and interesting reading for the initiated as well as for young students just beginning to explore the subject.

Science fiction enthusiasts will find Robert Heinlein's outer space fantasy **Podkayne of Mars,** Putnam, 1963, 3.50, wacky and wonderful as well as suspenseful and intriguing. Fans stand in line to check out Heinlein stories and it is no wonder. His imaginative plots, amusing characters and clever parody are sure fire ingredients for an absorbing yarn. Add humor, mystery and lots of action for an outstanding book in this category.

The final volume of an excellent trilogy by Gerald W. Johnson, **The Congress,** Morrow, 1963, 2.95, completes a valuable reference set on the government of the United States—**The Presidency,** Morrow, 1962, 2.95, and **The Supreme Court,** Morrow, 1962, 2.95, give illuminating coverage of the executive and judicial branches of our government. **The Congress,** equally informative and readable, explains the intricacies and functions of the legislative branch.

SCHOOL LIBRARY SERVICE AND USE OF MATERIALS

Montana State University, Missoula, Montana, announces a two-week workshop, July 22-August 2, 1963 on "School Library Services and Use of Materials." Experienced educators will explore the variety of ways in which library materials can be used in improving instruction and the curricula. This workshop, for which three graduate or undergraduate credits may be earned, will be addressed to practicing teachers, librarians, curriculum co-ordinators, administrators, and library consultants.

The resource personnel responsible for the program are **Dr. Richard Darling,** a School Library Specialist, U.S. Office of Education, Department of Health, Education and Welfare, and **Mr. Lawrence Hodges,** head librarian of the Livonia Michigan Public Schools. Both are richly qualified through experience and education to direct the study of this topic.

To assist teacher-librarians and school and public librarians to qualify for state and regional accreditation standards and for certification requirements, the following courses are being offered during the summer sessions, 1963:

June 17-July 19

Educ. 340	3 cr.	Children's Literature
Educ. 343	3 cr.	Organization and Administration of the School Library
Educ. 344	3 cr.	Cataloging and Classification
Educ. 345	3 cr.	Materials Selection and Bibliography
Educ. 347	3 cr.	Audio-visual Aids
Educ. 334	3 cr.	Remedial Reading
Educ. 334	3 cr.	Bright and Gifted Pupils
Educ. 594	2 cr.	Curriculum Improvement in Elementary and Secondary Schools (1 week; July 15-19)

July 22-August 23

Educ. 346	3 cr.	Reference Materials
Educ. 431	3 cr.	Slow and Retarded Learners
Educ. 575	3 cr.	School Supervision
Engl. 381	3 cr.	Literature for the High School Teacher
Educ. 443	3 cr.	Library Workshop: School Library Services and Use of Materials (2 weeks; July 22-Aug. 2)

Address inquiries concerning the program to: Geneva T. Van Horne, Assistant Professor, Library Education, Montana State University, Missoula, Montana. Request admission forms and Summer Session Bulletin from the Montana State University Registrar.

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Berven, Kearney, Red Lodge Public Library
Biery, Mrs. Frank C., Ronan City Library
Brolin, Mrs. W. A., Hearst Free Lib., Anaconda
Brown, Mrs. Kenneth, Carnegie Public Library, Miles City
Browning, Minnie, Belt Branch Library
Bruggeman, Mrs. L. F. (Vera), Fallon Co. Lib., Baker
Buchholz, Fred, Winnett Public Library
Buechler, Rev. Leo, Sidney Public Library
Burdick, Mrs. F. S., Plains Public Library
Bush, Mrs. Richard K., Chouteau Co. Free Library, Big Sandy
Campbell, Mrs. Henry, Bozeman Public Library
Campbell, William C., Helena Public Library
Coleman, Walter, Livingston Public Library
Cutting, Oscar, Bozeman Public Library
Didrickson, Mrs. Elsie, Lincoln Public Library
Eager, Mrs. Rex, Winnett Public Library
Eaton, Lillian, Lincoln Public Library
Elkins, Mrs. C. (Bernice), Polson City Library

Ericksón, Ross, Carnegie Public Library, Miles City
Flaskerud, Mrs. George, Red Lodge Public Library
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Glatz, Mrs. R. G., Winnett Public Library
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Hamlin, Mrs. T. E., Whitefish Public Library
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Weber, Stephen,
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White, Mrs. Gordon,
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White, Rev. J. R.,
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Montana Libraries

Vol. XVI JULY, 1963 No. 4

BOOKMOBILE
BOOKMOBILE

MRS. ROBERT HERRIG

MONTANA'S 1963 WOMAN OF THE YEAR

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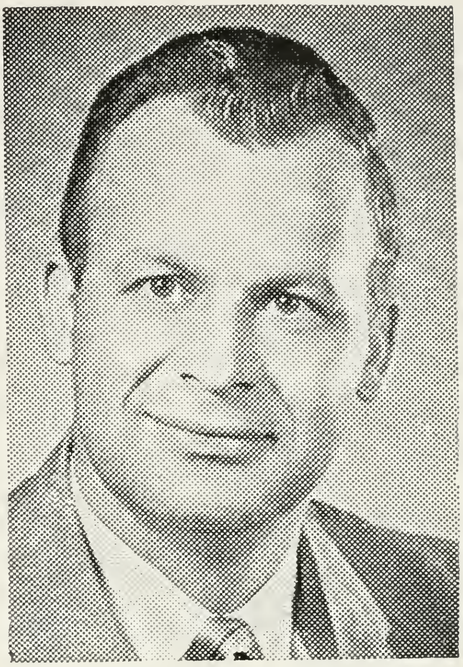
Cover picture: Mrs. Robert Herrig, Librarian of Lincoln County Library, Libby and Coordinator of Northwest Montana Federation of Libraries was chosen Montana's 1963 Woman of the Year by the Business and Professional Women's Club. See story page 25. In the picture Mrs. Herrig inspects the centerpiece which was used at the dinner in her honor. A small replica of the bookmobile which Mrs. Herrig drives, complete with woman driver and a small dog peering out the front window was featured.

State Library Commission:
Mr. William L. Baillie
Miss Kathleen Campbell, Chairman
Mrs. Walter Houchen
Mrs. Joe C. King, III
Miss Harriet Miller

MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian.

WILLIAM L. BAILLIE APPOINTED



It is with extreme pleasure that we wish to announce the appointment of William L. Baillie as the new member of the State Library Commission, whose three year term ends May 22, 1966. He replaces Mrs. J. B. Mast of Bozeman who has been a valued member since May 1957.

An attorney and associate member of the law firm, Jardine, Blewett, Stephenson and Weaver of Great Falls, he also maintains membership in the Cascade County, Montana and American Bar Associations. His college preparatory work was taken at the University of Washington and at the State University in Missoula, from which he received his B.A. and later L.L.B. degree in 1949.

His name is familiar to librarians as he was the very able State Chairman of National Library Week in Montana during 1961-1962, and continued as a state committee member this past year. As State Chairman he expressed his personal philosophy eloquently, "Our libraries can truly be a help for whatever we desire to be our goal or our paradise . . . The quest of knowledge of humanity can be culminated in realizing the possibilities of ones own improvement. Knowledge is more than knowing or understanding a subject; it is additionally to know where we can find information about a subject. What better place than in our library."

With this experience he is no stranger to the Montana library scene and is aware of the great interest and enthusiasm for the best in library service and books and reading. Himself, a life-long user of libraries, he wrote in Montana Libraries for January 1962, "Libraries are not made: they grow."

We welcome Bill Baillie to the Commission and look forward to his experienced counsel and direction.

MESSAGE FROM MLA PRESIDENT

I am grateful to the membership of the Montana Library Association for the honor you have conferred by installing me as your President.

You may be assured that I will endeavor to the best of my ability to justify the confidence and trust you have placed in me.

The Association has just held its Fiftieth Annual Golden Jubilee Conference, May 10-12 at Great Falls focused on the theme, "Live with Books."

Our program highlighted the significant role of books, libraries, librarians, and the groups which support and reinforce their place in the life and growth of a community.

Mrs. Grace Stevenson, the Deputy Executive Director of the American Library Association inspired us at the opening general session with her message on "Libraries are for Reading." The reactor panel which followed crystallized for us the criteria to be used in "The Selection of Books." Mr. Donald E. Wright, Executive Secretary of the American Library Trustee Association, led the symposium on "Formulating the Library Policy Statement." He stated that every library should have a written library policy which would be more prominent in the thinking of trustees and librarians alike.

At our second general session we had an opportunity to participate in a group discussion on "Books That Live for Me" which may have surprised some of our casual observers who are convinced that Librarians Live Only for Books.

Our banquet was highlighted by the presence of Mr. John Hutchens, Literary Critic of the New York Herald Tribune at which he shared with us some of his insights for handling authors, editors and publishers.

On Saturday morning, we took time for an important business session and had the opportunity to meet representatives of our fifteen exhibitors to whom we are indebted for their support and conviction of the significance which our commodity—books—has in the lives of people.

(Continued on Page 7)

MLA HIGHLIGHTS

Above, Mrs. Mary Antunes opens the 50th annual conference Golden Jubilee and introduces the Honorable Mrs. Charles Erdmann, Mayor of Great Falls, who gave the association a cordial welcome.

Below, a reactor panel on the Selection of Books, from left to right: Mr. Merwin Moores, Mrs. R. D. Warden, Mrs. Helen Ewing, Mrs. Grace Stevenson, Deputy Executive Director of the American Library Association, Mrs. Margaret Camm, and Mr. John Hall.

MLA HIGHLIGHTS

Above, members of a symposium on Formulating the Library Policy Statement. Far left, Mrs. Robert Herrig, Donald E. Wright, Executive Secretary of the American Library Trustee Association, Miss Kathleen Campbell, Mrs. Alma Jacobs, Conference Chairman, Mrs. Perl Coombs, and Mrs. Clare Smith.

Below, discussion leaders for afternoon program on "Books That Live For Me." Far left, newly elected Chairman of the Trustees and Friends Division, Mrs. Cara Musser, Ekalaka; Mrs. L. Jun, Great Falls; Mrs. H. E. Nellans, Glendive; Mrs. Lester Kenfield, Inverness; A. F. Bateman, Great Falls; Mrs. Carl Hultman, Helena; George Hathaway, Great Falls; Mrs. William Hilde, Great Falls; Ann Whitmack, Billings; Mrs. Dean McFadden, Havre; Mrs. P. F. Bleth, Great Falls; Mrs. Barbara Houghton, Missoula.

Mrs. Leo C. Graybill presides at the Friday luncheon where Mrs. Stevenson speaks on "Your Professional Association." Far left, Mrs. R. D. Warden, Mrs. Mary Antunes, Mrs. Grace Stevenson, Mrs. L. Graybill, Donald E. Wright, and Mrs. Jane Carey, Chairman, Montana School Library Association.

MESSAGE FROM MLA PRESIDENT (CONTINUED)

At our fourth general session we had an imposing array of Montana authors who participated in a lively symposium.

Our division meetings and the programs of the Montana School Library Association were on thoughtful and interesting topics planned to appeal to the group of school librarians among our membership.

The address by Mr. Randall Swanberg, Chairman of National Library Week in Montana, was a fitting climax to our Golden Jubilee Conference; for he chose for his title, "Libraries—Our Storehouses of Knowledge." Our libraries have preserved the historical heritage of the past to be read today and are at work each day bringing to our communities the best of today so that it may be preserved for posterity for generations to come.

We are all grateful to the several committees for their extensive planning and effort which preceded the Conference. I would like to especially recognize Mrs. Alma Jacobs, the Chairman of the Conference and our co-chairmen of the hostess committee, Loretta Kilroy and Margaret Camm who provided enthusiastic leadership and extended us a cordial welcome to Great Falls.

As we enter into the second half century of our existence, we can reflect on many of the accomplishments that have helped to make our organization a success.

Many new libraries have appeared on the scene, others have been

(Continued on Next Page)

remodeled. The establishment of the Montana Library Commission in 1929 and expansion of their quarters to a new location are noteworthy achievements. The services of bookmobiles to our rural areas are unique for the enrichment they have added to the lives of people. The Trustees and Friends have demonstrated their important role in our organization and the Library Services Act and its provisions has been a most significant milestone towards good library service.

The aforementioned signs of progress are impressive documentation of our past achievements both encouraging and gratifying. However, reviewing them can serve us best by providing increased incentive to step up our efforts so that we can aspire to new heights for our Association. I hope in the coming year, we will work together effectively and cooperatively for a dynamic MLA.

In closing I should like to quote from Defoe: "It would be well to bear in mind that the present of today was the future of yesterday, and that it is what it is because of the human action, the human decisions from yesterday. Therefore the future will be what we make it."

Natalie Sliepcevich, President
Montana Library Association

A LIBRARY IS TO READ

By Mrs. Grace Stevenson, Deputy Executive Director
American Library Association

I would like to remind you of the words of one of your Northwest authors, James Stevens, author of Big Jim Turner and the Paul Bunyan tales.

"When I stand up in a meeting to make a few remarks on the Free Public Library of America the spirit that moves me is that of an old grad who makes psalms to his alma mater. From this institution I received my literary education and for much of this I still attend the library.

Ah, the memories of my young library days!

I particularly recall the winter in the year of old 1909, when I entered the Carnegie Free Public Library in Boise. There was even a campus—and still is, for in Boise, as in Seattle and too many other places, the public library is doing business at the old stand. Anyhow, the public library in Boise was a door of opportunity for me. In that winter I attended the library mornings and afternoons, then in the evenings I attended the Silver Bell—a huge hall of learning with saw-

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dust on the floor and rows of chairs in which old miners, loggers and cowhands sat around, drinking terrible whisky and telling wonderful lies. Both were educational institutions for me in the way of the writer.

A prime winter it was for a free and footloose lad of sixteen. I had been out alone and making my own living for three years. The writing of books had been but a daydream all the while. The dream found substance in the Boise library, and it found substance in the tall tales heard in the Silver Bell Saloon. The combination was not bad. It unlocked my particular door of American opportunity.

The library, of course, was the real thing, and American Glory."

And it has shed glory on many an individual before and since for the library is one of the few institutions whose primary function is service to the individual. Service to those who come seeking knowledge or recreation—to satisfy a questioning, to stretch a mind, to bring heartsease.

. . . The Chanson de Roland was sung for the entertainment of great men and their guests by the jongleurs of the Middle Ages in castles all over Europe, and Henry Adams in "Mont St. Michel and Chartres" records an occasion when Taillefer, a famous singer of the 11th century sang it in the refectory of the great monastery for no less a person than William the Conqueror. Old heroes and great men of bygone centuries come alive in this fascinating account of the beliefs, the artistry; the treasures and the lives that went into the building of these two great medieval buildings. William dragged his wife, the Duchess Matilda by her hair, tied to his horse's tail, because she called him bastard, then built the splendid Abbayeaux-Dames in atonement. And as Adams puts it the history of the times resounds with the noise of the battles of William's great grandson, Henry II of England and his wife, Eleanor of Aquitaine, the greatest of all French women, wife of two kings and mother of two. Her great influence on the Middle Ages, and her stormy life with Henry Plantagenet furnishes that pursuing reader with an absorbing account of life in the Middle Ages in Amy Kelly's "Eleanor of Aquitaine and the Four Kings." About no

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(Excerpts from a talk at Montana Library Association Conference, May 10, 1963) figure in the Middle Ages did so many legends grow. Her strength appealed to French sympathies, her adventures to their imagination, but in the English tradition her character suffered an incredible change. Fifty years as Queen of England—their greatest queen excepting Elizabeth, earned her their conventional moral reproof and the leading role in the legend of Fair Rosamund and the poison of toads. Through Amy Kelly's book the reader also gets a different slant on the jousting and tournaments of that time, always pictured so romantically, particularly in children's books. At times they served a real purpose, but too often they were the brutal sport of noble delinquents, sort of the motorcycle gangs of their time.

. . . This gives the reader another strand to follow—people who, for one reason or another, mostly political enemies, have gone down in history as the blackest of villains—undeservedly, according to their champions. A very well-knit, modern who dunnit, Josephine Tey's "Daughter of Time" relates how the blackest crimes of history were laid, without justification, on Richard III last of the Plantagenets. He didn't murder the princess in the tower after all—pure slander and a very convincing story she makes of it.

. . . The thread leads naturally from that "new learning" to its source—ancient Greece. Edith Hamilton begins her book "The Greek Way" with some of the most enticing opening sentences I have ever encountered. Listen to this: "Five hundred years before Christ in a little town in the far western border of the settled and civilized world, a strong new power was at work. Something had awakened in the minds and spirits of the men there which was so to influence the world that the slow passage of long time, of century upon century and the shattering changes they brought, would be powerless to wear away that deep impress. Athens had entered upon her brief and magnificent flowering of genius which so molded the world of mind and of spirit that our mind and spirit today are different. We think and feel differently because of what a little Greek town did during a century or two, twenty-four hundred years ago."

If that long ago civilization has not wakened in you that yearning after, and admiration for, the Greek Way, Edith Hamilton's book will bring you to it. She writes with some of their clarity and simplicity. Their love of simple things they expressed without imagery like this unexpected bit from the Iliad, "The strange glory of the narcissus . . . a wonder to all, immortal gods and mortal men. A hundred blossoms grew from the roots of it and very sweet was the fragrance, and all the

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wide sky above and all the land laughed and the salt wave of the sea." The Greek poets, historians and dramatists express all human emotion.

. . . What pleasure to unwind the thread that brings the initial familiarity with the Greek mind—the first intellectualists, the first western men. Then to follow their influence through all of western thought and literature. There are periods in our English literature in which some writers are almost unintelligible without a knowledge of the myths and the literature of ancient Greece.

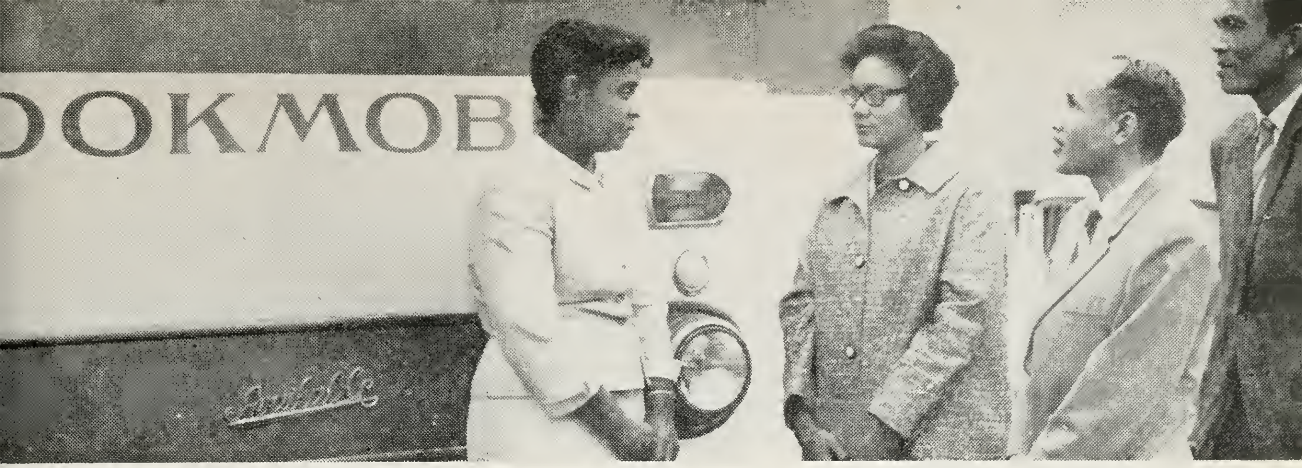
. . . Many fine things have been said about reading, about the pleasure, the strength, the solace, to be had from it. When the world is storm-driven and the bad that happens and the worst that threatens are so urgent as to shut out everything else from view, then we need to know all the strong fortresses of the spirit which men have built through the ages.

. . . A great classical scholar of our time, A. E. Housman, in a lecture at the University College, London, put into words what it is that spurs the reader to follow all the intertwining threads that lead to adventures of the mind. "It is the glory of God, says Solomon, to conceal a thing: but the honour of kings is to search out a matter. Kings have long abdicated that province; and we students are come into their inheritance: It is our honour to search out the things which God has concealed. It is to some such game of hide and seek that we are invited by that power which planted in us the desire to find out what is concealed, and stored the universe with hidden things that we might delight ourselves in discovering them. And the pleasure of discovery differs from other pleasures in this, that it is shadowed by no fear of satiety on the one hand or of frustration on the other. Other desires perish in their gratification, but the desire of knowledge never: the eye is not satisfied with seeing nor the ear filled with hearing. Other desires become the occasion of pain through dearth of the material to gratify them, but not the desire of knowledge: the sum of things to be known is inexhaustible, and however long we read we shall never come to the end of our story-book. So long as the mind of man is what it is, throughout the infinite field of the universe; and the tree of knowledge will remain forever, as it was in the beginning, a tree to be desired to make one wise."

THAILAND LIBRARIANS VISIT MONTANA

Three Librarians from Thailand spent a week observing Montana libraries. The group included: Mr. Sook Pongsatit, Librarian of the USIS Information Center Library, Bangkok; Mr. Phan Skiya, Librarian of the Provincial Public Library in Southern Thailand; and Miss Rasa Wongyoungyoo, Librarian of the Wat Rajpobdih Secondary School.

Their tour, sponsored by the Rockefeller Foundation, began in Missoula, May 31, where they visited the State Library Commission, both Missoula County High School Libraries, and the Montana State University Library and Law School Library. On June 3, Mrs. Ruth O. Longworth, Librarian of the State Library Commission, drove them to Great Falls where they had an opportunity to see the Great Falls Federation of Libraries in operation. Mrs. Alma Jacobs, Librarian of the Great Falls Public Library, arranged for them to take a bookmobile trip with stops in Cascade County. They enplaned from Great Falls to ALA headquarters in Chicago and after a tour of the southern states will return to Thailand via New York after a three month's stay in the United States.



The Thailand librarians visit the State Library Commission (opposite page). Above, Mrs. Alma Jacobs, left, Great Falls Librarian, explains the Great Falls Federation of Libraries' service to Miss Rasa Wongyoungyoo, Mr. Phan Skiya, and Mr. Sook Pongsatit.

MEET CHARMING CARA MUSSER!

We are delighted to introduce Cara Gentry Musser (Mrs. R. E.) of Ekalaka, newly elected Chairman of the Trustees and Friends Division of MLA. We asked her for a picture and a short biography and received this captivating account: "If the map of the middle west isn't carved on the accompanying face it should be. I was born 40 years ago in Kansas City, Missouri; attended High School in St. Louis (Kirkwood) Missouri; attended Jr. College for one year in Oklahoma; and spent one year in nurses training in St. Louis.

"I have been married for 19 years to a General Practitioner in Medicine. We have a son 18 years old and a 12 year old daughter. If the face maps the midwest, then the heart should map Montana; for in these wide open sunswept, pine-scented spaces the heart has found a home, a place to be needed and used.

"And finally, by courtesy of the State Library and that deep thinker Ruth Longworth, a rubber stamp of my very very own has been provided that gives my name and my impressive new title as Chairman of the Trustees and Friends Division of MLA."

Mrs. Musser is largely responsible for the success of the bookmobile program in Carter County. Not only is she most satisfying to look at but a dynamo of energy where her convictions are involved. The libraries in Montana are fortunate indeed to have Cara's interest and concern.

NEW BOOKMOBILE FOR SAGEBRUSH FEDERATION

BOOKMOBILE

Right on schedule and just in time to help celebrate National Library Week came the new, spacious, Gerstenslager Bookmobile to Miles City. This deluxe model was also on display during the dedication of the new library quarters in the Courthouse at Glendive, April 22. Its heater is powerful enough to heat a five room house and will keep patrons and Driver Russell Sallgren warm during the winter on its trek through Carter, Custer, Dawson, Fallon and Garfield Counties. The old International Harvester machine had traveled faithfully over 100,000 miles, so this ultramodern replacement is welcomed joyfully.

THE CONFESSIONS OF A NEW YORK BOOK REVIEWER, OR, THE CARE AND FEEDING OF AUTHORS, EDITORS, PUBLISHERS

By Mr. John Hutchens, Literary Critic, New York Herald Tribune

May I say first of all how happy and honored I am to be here—happy because I cannot imagine any old Montanan who would not be happy to be in Montana once again, and honored because I am a guest of those to whom the honorably written and well-printed word is a treasure beyond any easy reckoning. As things go in a world more and more given to various weird pursuits, I sometimes think we are a dwindling colony. If we truly are, there is the more reason to find comfort in one another's company.

To be sure, I must also say that I feel a twinge of guilt in being here this evening. I have always had the notion that newspapermen do well to remain behind their typewriters—that they should be read, if at all, rather than heard. But when Mrs. Longworth invited me to make this journey, something like pure selfishness overcame me. I

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told myself that one who had not addressed an audience since he recited William Jennings Bryan's Cross of Gold Speech in a college elocution course a thousand years or so ago, really had no right to accept that invitation.

But—there it was: Montana.

My conscience, I discovered, gave me less and less trouble as I thought about last summer, when I came back to Montana for the first time in exactly thirty years. You know how it is supposed to be, upon returning to a well-loved place, after so long. A sense of apprehension, a fear of disenchantment. Perhaps it will all have changed too much? Perhaps it's true that "you can't go home again"?

But no, as I flew across our state on a day last June, I knew that all was well. The mountains actually were higher, the prairies broader, the air cleared and dryer. And I knew, then, that if home is where the heart is, I had never been away at all.

And yes, there is another reason why I am happy to be here. It gives me an opportunity to speak of an old love affair, one that began back in the town that I still call my town, Missoula, and has continued ever since.

One golden afternoon when I was eleven years old I walked up North Pattee Street in Missoula, and turned in at the doorway of a tawney-colored building over whose entrance was the word "Carnegie." For I don't know how long, I thought afterwards of the word as meaning simply: "Books." As a matter of fact, I still do. At any rate, an hour or so later, I was walking across the Higgins Avenue Bridge, reading as I walked, the very first book I ever borrowed from a public library.

"Tom!" (it began)

"No Answer."

"Tom!"

"No Answer."

"What's gone with that boy, I wonder? You TOM SAWYER!"

(Excerpts from a talk at Montana Library Association Conference, May 10, 1963)

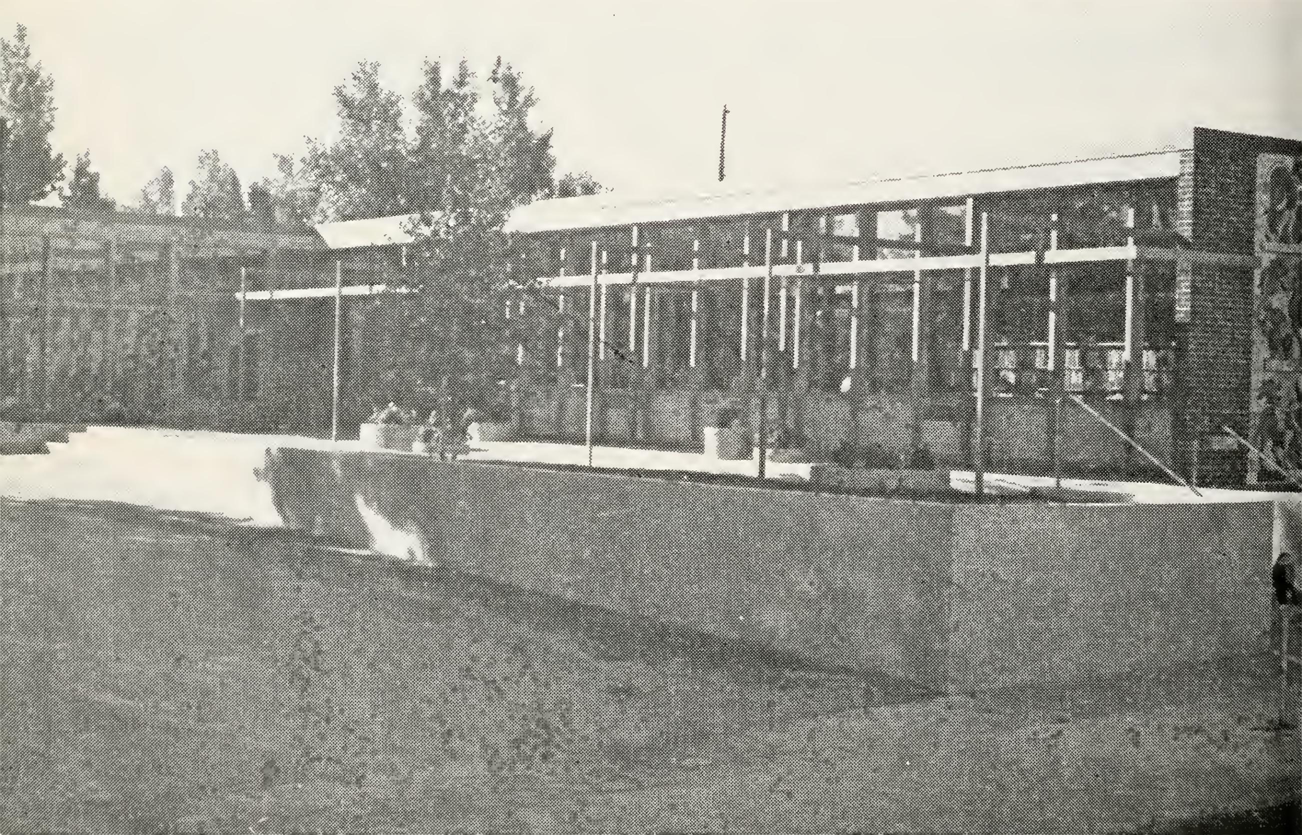
(Continued on Page 19)

MONTANA LIBRARIES A

The Glacier County Library was established in November of 1944
response to a petition circulated by the Cut Bank Woman's Club, wh
brary. Marjorie Crawford Camm was the first librarian, she was suc
efforts the collection and services to the county were increased until
ment of the City Hall were no longer adequate. After one unsuccessfu
large majority and the present attractive buildings in Cut Bank and Br
worth's dedicated service. Supplemental grants for furnishings were
the Soroptimists in Cut Bank and friends and family of the late Joseph
dedicated on April 28, 1957.

There is now a book collection of 38,500 volumes and the circulation
at Browning, there is a branch station at East Glacier Park under the
Regular service is given to all schools in the county as well as to emp
summer. Story Hour is held every Saturday throughout the year in ba
place by many organizations. Staff members are: Mrs. Lucille Anders
Maier, Cut Bank, and Mrs. Robert Douglas of Browning. Trustees are
Alpine, Frank Krshka and O. A. Tellefero. Advisory Board: Mrs. Willia

Mr
Lib



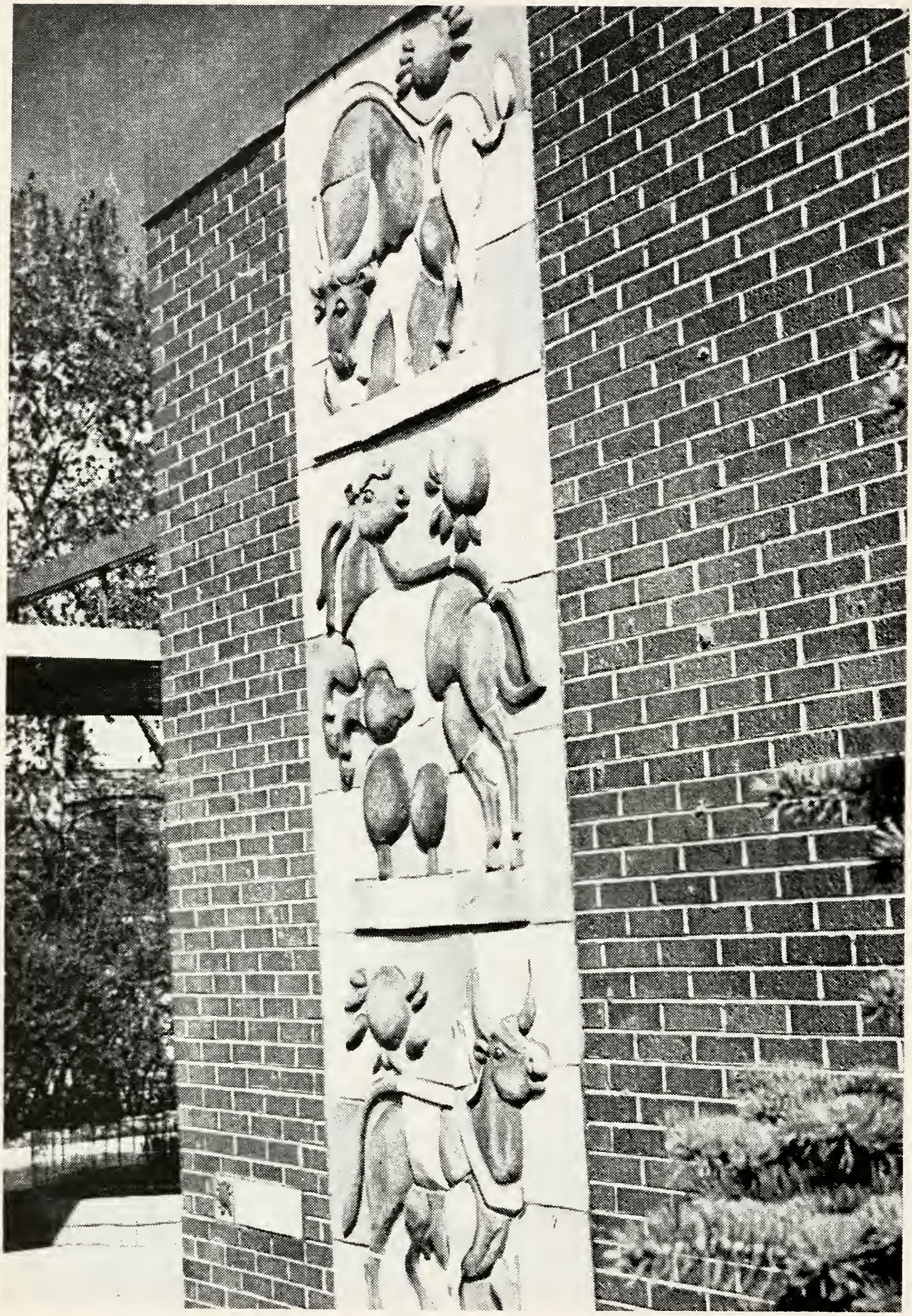
LIBRARIANS

action of the County Commissioners in
ars had given free service with their li-
by Mrs. Ruth Longworth through whose
e evident that the quarters in the base-
issue, a second one was passed by a
were planned and built under Mrs. Long-
the Elks Club, the Woman's Club, and
burne in Browning. The building was

62 was 100,864. Besides the branch library
rship of the Glacier Park Woman's Club.
f various Glacier Park hotels during the
area which also is used as a meeting
arian; Mrs. Archie Hokana, Mrs. Ray
r County Commissioners: William Mc-
Mrs. Hugh McNamer and Eugene Boyle.

e Anderson,

Above, Mrs. Lucille Anderson, Librari
Glacier County Library, located at C
Bank; below, left, Glacier County L
brary; below, right, reference and rea
ing area.



The ceramic element executed by Montana's outstanding artist, Rudy Autio, adorns the front of the Glacier County Library building. Mr. Autio has made effective use of soft shades of yellow, blue and brown. The ceramic sculpture is a memorial gift from the family of William (Bill) Linder.

CONFESSIONS (CONTINUED)

. . . It was a good beginning, that one, for a young book borrower.

Now there cannot be many love affairs at once so enduring and so satisfying as a love affair with a library, which in my case—as so obviously in yours—goes on to become a love affair with **all** libraries wherever they may be, from North Pattee Street to a certain big one at the corner of Fifth Avenue and Forty-Second Street, New York City, with a stopover at the Montana State Historical Society Library over which our own Miss Mary K. Dempsey presides with such grace and high ability.

Because, of course, all libraries have in common that rare, fine thing that you in this place this evening have brought to them: a devotion, a dedication, to that word which is written with honor and is designed to be read with pleasure, with excitement, with unending gratitude. To me, if I may say so without embarrassing you unduly, all of you are the librarian behind the desk that day in the building on North Pattee Street who said to me, "Maybe you would like this book by a writer who called himself "Mark Twain . . ." She was Miss Ruth Worden, and I cherish her name.

Those of you who also are writers of books will not regard me with too much suspicion, I trust, because I am here in my capacity as a newspaper book reviewer. If you do feel a certain suspicion, I would have no right to be surprised, because I would be the first to admit that it is a curious sort of profession, and one that frequently seems to make no sense to those who practice it.

All librarians must long since have been convinced of this—they must be reminded of it every time they run through ten reviews, widely scattered in origin, of a single book, hoping to arrive at a consensus before they decide to order or not to order it for their shelves. What is a librarian—what is **anyone**—to think when he observes one reviewer describing a new novel as "greater than Tolstoy," and another reviewer saying of it, "not quite up to Mickey Spillane at his worst"?

Nevertheless, it has been suggested that you may be interested to hear something of how it is as seen by one daily newspaper book reviewer in the only American city—I believe—with two newspapers that each publishes six daily reviews a week in addition to their Sunday book review supplements.

. . . Yes, the book reviewer's life can be a delightful one. Not the

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least of its delights is that we can work—that is to say, read—in all kinds of places and all around the clock—in the bathtub, on trains, and planes, in bed. The veteran reviewer even learns what kind of book is a sure-fire cure for insomnia at 4 A.M.

. . . I am speaking, remember, not of the occasional, special reviewer for the weekly book supplements or the magazines but of the one who, week in, week out, writes three or more reviews for a daily newspaper while the clock on the office wall ticks away and the copy desk in the city room waits and fumes.

Unless his ego is one for his friends and the doctors to keep an eye on, in the pre-dawn hours of insomnia and relentless introspection, the reviewer will put a fearful query to himself. It is, simply: Who, after all, **knows** enough to explore well or even adequately the whole range of books that cross a daily reviewer's desk? The science, poetry, fiction, art, history, biography?

The answer is, of course, that no one at all knows enough, that no one ever did. Then isn't it pretty silly—or worse, presumptuous—this business of writing day after day about such a variety of books?

. . . They fall into three general categories that I will touch on briefly, if I may, by way of showing you what heroic fellows we are.

There are the books that are news by reason of the name of the author. Names make news. The reviewer is writing for a newspaper. When John Steinbeck presents a new novel, a sizeable proportion of a newspaper's readers may be assumed to have a legitimate curiosity about what Mr. Steinbeck's new novel consists of—and whether, in the reviewer's opinion, it is worth reading. That the novel is as disappointing as Mr. Steinbeck's most recent one, "The Winter of Our Discontent," has nothing whatever to do with the importance of reviewing it. If the reviewer is competent, he analyzes it as a work of literature and in terms of its intention, relates it to the body of Steinbeck's work, and offers a judgment. He is performing as a critic.

There are the books that are news by reason of their subject. Dr. Ralph Lapp, let us say, has written a new study of nuclear fallout. The reviewer may know as little, technically, as I do about radioactivity—and no one could know less. It is clear, however, that Dr. Lapp's book is addressed not to other atomic physicists but to the interested non-specialist like the reviewer himself, and that its subject is of vast significance to everyone on this planet. It is news, and to overlook it would be irresponsible.

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. . . Finally, there are the books—they form the great majority—among which he chooses with the freedom that makes his life a happy one. For better if sometimes for worse, his personal predilection enters here. It is what sets the daily book column apart from the more comprehensive weekly supplements. It should also tell, in a short while, all you need to know about a reviewer's character and taste. If you respect his character and share his taste, he is—for you—a good reviewer, for the same subjective reason that a painter is—for you—a good painter if you feel a similar **rapport** with him.

There they are, in the main, those three categories, and there really should be no mystery about how a reviewer "decides what to review," nor any defense required against the idiotic, recurrent whimper that he does not give his **entire** attention to "pure literature," to belles-lettres. What it comes to is that he functions sometimes as a reviewer-reporter, sometimes as a critic generalizing from the particular and making of the book a springboard from which to proceed to the discussion of ideas—and let no ivory-tower tenant in a jargon-ridden academic quarterly try to say that daily newspaper book columns have lacked criticism of a superior order. Whoever says so has just not taken the trouble to return to the files to read H. L. Mencken in The Baltimore Sun, Francis Hackett in The Chicago Evening Post and the New York Times, or Harry Hansen in The Chicago Daily News where in the 1920s he was writing brilliantly of the rising stars of Sherwood Anderson, Edgar Lee Masters, Carl Sandburg.

. . . All of us, at one time or another, must be haunted by Harry Hansen's grim definition: a book reviewer is one who nibbles his way, year after year, through a mountain of rice. But if he grows understandably tired he has no right to be bored, at least for long, nor is he likely to be. The very diversity of the material passing before him should take care of that—that glorious diversity that finds him writing, on successive days, about an exciting first novel, a Civil War study, the memoirs of a baseball player, a chronicle of Washington politics.

There are lulls, to be sure, that test the spirit. The emphatically good or bad book offers no problem: the reviewer who cannot hold his reader with an account of either of these two should retire forthwith. It is the not-good, not-bad, middle of the road book, especially the novel, that is the newspaper reviewer's continuing nightmare. He avoids it if he can, to no one's loss, but he cannot always, and as he senses the dullness of the book creeping into his own review of it he knows something like desperation.

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. . . Writing to satisfy himself, the reviewer worthy of his place writes also for the reader who, with his time and perhaps his pocketbook, expresses faith also in the reviewer's taste and integrity. The reviewer certainly has a duty to the author, in the sense of judging his work intelligently and without prejudice, and thus also to the great mainstream of literature.

The person to whom the reviewer has NO duty whatever is a book's publisher. Indeed, the moment a reviewer starts thinking about a book's chances of reaching the best-seller list, or a publisher's profits from any other source, or how a publisher will allocate his advertising budget, he might as well call it a day. As far as I know, no New York reviewer has ever been swayed by what a publisher spends or does not spend in a newspaper or has been nettled when a publisher withdraws his advertising in anger over an adverse review. Subtler snares are waiting.

Most book jacket-copy is of a kind to impress no normal child above the age of six. But some of it **is** artful, in particular those salutes secured in advance from literary celebrities in time to be called to a reviewer's attention on the jacket. I hesitate to think how many times I have unwrapped a book and found myself gazing at an opinion to the effect that the author is "a new Flaubert," or—and I quote—"Dostoevsky himself would not have been ashamed to write this epic tale of life in a county insane asylum."

Upon closer inspection, these cheer leaders are usually to be found on the same publisher's list—stablemates, so to speak, of the writer whose work appears inside.

Until he learns that this a form of low comedy, a neophyte reviewer is apt to be dazzled. But he learns, he learns—just as he learns that while the first half dozen titles in fiction and non-fiction on a best-seller list are really best-sellers, the remaining ones are the opposite of best-sellers—they are **bad** sellers that overstocked bookstores report as **good**-sellers in the hope of creating a demand. And, oddly enough, they often do.

I don't mean to say that we reviewers, even experienced ones, don't have our little crotchets. My own include an automatic aversion to memoirs in which the author professes to remember verbatim conversations he overheard at the age of six. Did he have a tape-recorder way back then, I always wonder, when there were no tape-recorders? And all historical novels that try to come to life by the use of modern

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slang—you know them, those novels in which Napoleon, turning from the sight of burning Moscow, says to one of his staff, "Lieutenant, it is time to scram for Paris and home." And all sociological fiction in which it transpires that a man has become a drug addict, an alcoholic and an international jewel thief because, at the age of three, he suffered the traumatic experience of a sharp word of reproof from a cruel parent.

. . . But unless he is as clinical as an I.B.M. machine, something starts working in the reviewer's mind, a vision of a first novelist's sweat and dreams, of all he has put into this first flight, of what its reception means to him as compared with one more set of reviews to an older hand—though, as I recall, an older hand can be quite testy, especially if he is one of those who claim never to read reviews and therefore to be unaffected by them.

. . . It helps, though, that a reviewer has had the satisfaction of greeting on their first appearance certain talents who may or may not ever become "popular" but in whom he believed and still believes. Some of them could not have been missed by himself or anyone else who is able to read. For others the reviewer may have been a lonely, embittered champion. In either case, it is one of the joys of a reviewer's life, this early awareness of the new writer's arrival—from Elizabeth Charlotte Webster, author of a posthumously published, long neglected little novel, "The Ceremony of Innocence," in 1950, to the immediately and deservedly successful Harper Lee, with her "To Kill a Mockingbird" in 1961; and J. D. Salinger, Saul Bellow, Flannery O'Connor, Edwin O'Connor, J. F. Powers, James Baldwin, John Updike, Brien Moore, and half a hundred others.

. . . The invasion is real, and ominous. There is the Gallup Poll's word for it that, as of last February, 50 million American adults read the comic strips as against 17 million who had recently read a book they enjoyed; that only 42 percent of American men, and 50 percent of American women, had read even one book all the way through in the preceding 12 months.

This is not a happy picture, and we must all share in the blame for it, although it certainly is to be said that in this state—with its astonishingly high book borrowing-rate as attested by the Montana State Library Commission's statistics—the picture is far happier than it is in some other places. If I may say so, newspaper book reviewers **do** do something about it out there in their front lines; more, at least, than the second-guessers, the cultists, who swing into action only after the winnowing has been completed.

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. . . Certainly the state of American letters is not all one could wish it to be. I don't suppose it ever was. Too many of our imaginative writers have retired into their private worlds, there to write with style and polish about nothing much. Perhaps they are victims of history. Perhaps only a titan among novelists could compete successfully with the drama of the world as it is today. Too many of our poets, and our critics too, write for one another. I must say that I think with some longing of the Nineteen Twenties, when the novel provided news considerably more striking than that of politics—when, at one and the same time, we had novelists of the stature of Theodore Dreiser, Sinclair Lewis, Scott Fitzgerald, Ernest Hemingway, Willa Cather, Ellen Glasgow—just as, I imagine, our parents and grandparents longed for the time when readers stood in line before bookshops for the latest volume of poems by Tennyson, Longfellow and Whittier.

And if I may say so without sounding too gloomy about it, our literary provincialism is paradoxically rooted in our writing and publishing centers.

For instance, it was only comparatively recently that the American East became aware that the American West is not and never was the West of the horse operas—though the East might have learned so from writers of the quality of Frank Linderman and A. B. Guthrie, Jr., Dorothy M. Johnson and Joseph Kinsey Howard, and Dan Whetstone, whose "Frontier Editor" promises to become a classic in its field—or even before that by reading that most excellent of Western literary magazines, "The Frontier," under the inspired editorship of Harold G. Merriam.

And how many eastern students of American culture know to this day, I wonder, that Charles M. Russell was not only a major American artist but a superlative recorder in words of a now vanished time and scene?

. . . There are the book clubs, which for all their faults have done a basically good thing—they have distributed books worth reading to places where those books might not otherwise have penetrated.

There are the new schools and techniques of historical writing—or perhaps I should say, a return to the great age of W. H. Prescott, John Fiske and Francis Parkman, who wrote history as scholars and popular narrative artists.

And from where I sit as a trustee of a suburban town library out-

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side New York City, I see youngsters reading as they never read before, with enthusiasm and curiosity and a receptive mind.

. . . Heeding Samuel Johnson's dictum that "a man ought to read just as his inclination leads him" we can stay outside the jails of dogmatism and snobbery. To do otherwise, I think, is the worst and ultimately the most dangerous of censorships—the self-imposed one. As the late Maxwell Perkins, the great Scribner's editor, once asked every critic and editor to do, we can **give** ourselves to books, and worry later about "frames of reference," and so on . . . Speaking of Mr. Perkins, I am reminded of a day when a hopeful young lady, with a sizeable manuscript wrapped in brown paper, somehow made her way into his office.

"How long should a novel be?" she asked him.

"It all depends," said Mr. Perkins. "Margaret Mitchell's 'Gone With the Wind' was a million words. Willa Cather's 'A Lost Lady' was forty thousand. They both did pretty well."

The young lady pushed her manuscript across the desk to him, smiling happily.

"Then I **have** finished my book, thank God!" she said.

And now I too have finished, and I thank you all very much.

MONTANA'S 1963 WOMAN OF THE YEAR

Congratulations, best love and all good wishes go to Inez Herrig from her library friends who rejoice in the honor paid to her by the Business and Professional Women's Club. Her sister librarians in the Northwest Federation of libraries were on hand to pay tribute when she was named Woman of the Year by the Kootenai BPW in Libby in March. On Saturday, June 15, she had conferred upon her the state title of Woman of the Year, a most signal and impressive honor.

Her outstanding contribution to the library profession, to the Montana Federation of Women's Clubs and to the General Federation, to the Presbyterian Church, the Libby Ski Club, Red Cross, Greater Libby Association which she helped to organize, the Pioneer Society; and too, her service to her community as a most talented and accomplished musician were recognized. State leaders of her profession and her organizations gave sincere praise concerning her work: "Any honor given Mrs. Herrig is much deserved for she is a wise and helpful member. She has a sense of humor, an understanding of people and a will to work. As a friend, she has no equal. The Golden Rule is exemplified in her daily living and in her service to her community, her state and her nation."

New Books

By Peggy Gadbow, Director of Library, Missoula Public Schools

> **"This, then is one of the rich gifts that literature bestows from the earliest acquaintance with it—a microcosmic experience of life, its pleasure and incentives and principles . . ."**
>
> **"The Literary Heritage of Childhood" by Annis Duff**

("My father is always talking about how a dog can be very educational for a boy. This is one reason I got a cat.") **It's like this, Cat** by Emily Neville, Harper, 1963, 3.27, is a realistic portrayal of a 14-year-old's development and growth toward maturity. Youngsters of this age level, or nearing it, and treading rather uncertainly this same way between the familiar paths of childhood and the road to adulthood, will recognize an adept handling of their own recreations, relationships and restlessness. The first-person accounting is particularly effective and superlative drawings by Emily Weiss capture the distinct flavor and excitement of a New York setting.

("You kicked me. You hit me. I'm telling.") Small tots may recognize for the very first time, and what's more accept and enjoy it, a bit of fun poked at their quarrels and grumbling. Russell Hoban's **Some snow said hello,** Harper, 1963, 2.19, is a comical and charming little story with delightfully funny black and white pictures by Lillian Hoban to compliment the text. This husband-wife team reflects with droll good humor and warmth, the experiences of small boys and girls in their own fanciful world.

("She would always be like that, thought Tod. The same lovable, mixed-up, crazy—yes, might as well admit it—crazy old lady he had come to admire.") Tod and Susan Brink find eccentric Mrs. McGilley a courageous and delightful, if zany, friend in **The Mystery of the McGilley Mansion** by Florence Laughlin, Lothrop, 1963, 3.00. Their stay in her dilapidated old home with its "ghost" and its treasure, its gables, cupolas, tower room, secret passages and trap doors, is a time of adventure and suspense. At a deeper level, deftly implied without moralistic encroachment, is the author's belief "in the right of each human being to the expression of his own uniqueness."

("A cry of defiance and not of fear . . .") Paul Galdone's striking illustrations interpret **Paul Revere's ride** by Henry Wadsworth Longfellow, Crowell, 1963, 3.76, with strength and vitality. The artist skillfully captures the drama and the excitement of that historic ballad and of that night when the fate of our nation depended upon Paul Revere's alert to "Middlesex village and farms." Taken from the original edition

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for Children

of Longfellow's **Tales of a Wayside Inn**, this vivid and spirited rendition will find a highly appreciative audience in Americans of any age.

("Once upon a time, there was a small stuffed animal named Mostly Frederick Sometimes Sam.") He wasn't really a bear or a rabbit. He wasn't a wagon or a tea set. I guess that is why Mostly didn't really belong in **The Lost playground** by Patricia Coombs, Lothrop, 1963, 2.84. He really belonged with a girl named Jane, who loved him, even if he didn't have a definite identity. Imaginative youngsters everywhere will find Mostly an irresistible, lovable little creature and his story delightfully entertaining.

("Earth holds you
And three billion other space travelers
With a pull that is stronger than iron chains,
With a pull that never stops.")

Beginning independent readers in the second and third grades will find the simple text and concepts in **The Earth is your spaceship** by Julius Schwartz, McGraw, 1963, 2.63, an exciting introduction to science. Even first graders and the pre-school clan can enjoy and understand these lucidly established basic facts as they are related to familiar objects. Engaging and lively pictures by Marc Simont activate a clear, informative account.

("Now it was done and it was beautiful. Marco felt twenty feet tall . . .") It had taken determination and much effort plus cooperation and support from many tenants for Marco and Aldo to paint **The House of many colors** by Helen Kay, Abelard, 1963, 2.89. Then Gino very nearly ruined it all when he sprayed the grapes before the paint had dried. The results were surprising; but the story ends happily. Young readers are treated to a colorful, realistic impression of Italian life and personalities. Fine illustrations by Lilian Obligado provide perfect visual accompaniment to a warm and satisfying story.

("How much should my foal know at the end of a year?") Illustrated with photographs and line drawings, **The Complete book of horses and ponies** by Margaret Cabell Self, McGraw, 1963, 5.95 is a specially designed handbook on horses for young readers. Glossary and index are added features to a lucidly written and readable presentation of information. Horse lovers, owners and would-be owners will welcome a book which gives concise, clear answers to the questions they have about caring for horses and about training, showing, jumping and judging them. Also included are chapters dealing with detailed and diagramed exercises and formation activities.

NATIONAL LIBRARY WEEK IN MONTANA
1963 NARRATIVE REPORT

National Library Week in Montana 1962-1963 began in earnest in November when the members of the state committee met in Great Falls to formulate their plans and to receive their specific assignments. The previous year's adopted objectives were reviewed and a reiteration of the goals for this year were accepted, to wit, "To Bring Easy Access to the Best in Books and Reading to Every Resident of Montana."

Acting Governor Dave M. Manning proclaimed National Library Week and asked Montanans to observe it, "With visits to libraries and with special events to emphasize the vitality and importance of the printed word in today's world." State Chairman, Randall Swanberg, re-emphasized the theme of "Reading—the Fifth Freedom . . . Enjoy it!" in an address to the Montana Library Association saying, "The right of free people to read what they choose to read, to hear what they choose to hear and to discuss what they choose to discuss must never be abridged."

With these exhortations, the Week officially opened with a gala celebration on April 21 in Miles City, winner of the $1,000 Book-of-the-Month Club Award. Dignitaries, Trustees, Librarians, and the entire community attended the presentation banquet where the guest speaker was Virginia Weisel Johnson, author of the biography of Nelson A. Miles, "The Unregimented General." Miles City is the Center for the Sagebrush Federation of Libraries and also had on display their brand new bookmobile for inspection. Other National Library Week banquets organized by the Friends of the Library associations, were held in Great Falls, Conrad and Missoua. The Great Falls banquet address was given by Charles M. Guthrie, writer and syndicated columnist from the Minneapolis Tribune who spoke on "The High Cost of Ignorance." Conrad's speaker was Dr. Morton Borden of Montana State University, "The American Political Tradition, What it is and What it is Not." The banquet in Missoula was concluded with an authors panel which included Dr. H. G. Merriam, Leslie Fiedler and Dan Cushman.

Formal dedications of new library quarters took place in Glendive and Thompson Falls during the Week. Glendive's library is in the new Dawson County Courthouse and Thompson Falls in the new City-Hall. Thompson Falls Library became a reality in just three years for it was during NLW of 1961 that the first memorial donation of $500 was made

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ENJOY YOUR FREEDOM TO REA

The attractive bulletin board in the Glacier County Library is designed by Mrs. Lucille Anderson commemorating this year's National Library Week.

which grew into a sizeable fund, followed by a successful bond drive and now is a thriving community center.

Besides the two statewide contests for which there were 2500 entries in the "Design a Book Jacket," and essay, "Read—Write—and Win," there were individual community poster contests in Baker, Billings, Glendive, Livingston, Jordan, Laurel, Terry, and Wilsall. The Northwest Montana Federation of Libraries (Kalispell city and county, Libby and Whitefish) held its own photography contest. The Whitefish Library held an amateur photography exhibit during the Week as well as a showing of slides of historic sights by Mrs. Jesse Underwood.

The Plains Public Library along with the Business and Professional Women sponsored an Art Exhibit displaying Joe Meany's pictures and sculptures.

Baker attracted 300 visitors to its library for the Hobby and Craft show and the Stillwater County Library in Columbus undoubtedly equaled Baker's number with their week-long display of arts, crafts and hobbies. Chouteau County Library in Fort Benton exhibited a collection from the Rock Hounds Club. Western Montana College Library in Dillon exhibited a collection of 50 recent outstanding children's

(Continued on Next Page)

books representing all juvenile publishers ranging from K through Grade 6.

The Plumbers Union and the International Brotherhood of Electrical Workers both donated time and labor to improvements for the Glasgow Public Library. One footwear merchant, Killion's Shoe Store, uniquely displayed the shoes of all countries of the world for which the library provided bookjackets for the books pertaining to that country. Footsoldiers arose early in Sidney at 2:00 A.M. to implant footprints on the sidewalk leading from the business center to the public library.

Translating the slogan, "Reading—the Fifth Freedom . . . Enjoy It!" into a visual form, Librarian, Mrs. Jean Davis of Eastern Montana College of Education in Billings, had a "banned books" display which contained a collection banned in one place or another since the days of Plato. They included Homer (whom Plato suggested expurgating), Voltaire, Lewis Carroll, Mark Twain, down to Steinbeck. All libraries in Billings joined together during NLW to publicize their services to that community. Represented were college, public, law, the Continental Oil Company's collection, the Bureau of Reclamation and the Bureau of Indian Affairs.

At the state capitol in Helena, the special libraries in that area cooperated to call attention to their unique services to the community and to the state. A series was carried in the Helena INDEPENDENT RECORD which explained and identified each library. Miss Mary K. Dempsey, Librarian of the State Historical Library exhibited books and materials on Montana's early fur trade. Other libraries mentioned in this newspaper series were: The Fort Harrison Veterans Library; Montana State Law Library at the Supreme Court; The State Board of Health Library; and the Special collection at the Livestock Building maintained by the Livestock and Sanitation Board.

The city of Livingston spent 7 days vigorously observing NLW. Local Chairman, Ray Hokanson the Assistant Principal of the Park County High School, remarked, "Greater utilization of the facilities of the Livingston Public Library is a partial answer to the urgent need to strengthen our society through an educated citizenry." Editorials from Mr. George Wilkinson, Chamber of Commerce Manager, the Yellowstone Club President, the Pythian Sisters, the Kiwanis, and the Librarian, Mrs. Pearl Sprigg, all appeared in the Livingston Enterprise with three column spreads.

The Toole County Library in Shelby NLW local committee gave a

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radio program on "How we got our Library." Interviews were scheduled giving recognition to the Branch Library in Sunburst. The Shelby Times printed contrasting photographs of the Library—past and present. Businesses displayed fashion books, western books, children's books (At the Jack and Jill Shop), and books for men only (displayed at the Lucky 13). The Glacier County Library in Cut Bank held a businessmen's coffee break as well as an outstanding book review called "An Evening with Shakespeare." The Missoula Public Library distributed a very attractive brochure featuring "My Birthday—Sixty Years of Library Service—1903-1963." At the Saturday story hour Miss Astrid Arnoldson did a French play with the traditional French Guignol Puppets.

These are but a few of the highlights of the Week in Montana for our NLW Scrapbook is burgeoning with accounts of the open houses, teas, book drives, book fairs, numerous donations for book purchase by civic organizations. We are eagerly awaiting the presentation of the President's personal bookplate as a result of the Montana State College (Bozeman) contest where students competed to design a plate for the Chief Executive. This will be presented by Dr. Renne, President of MSC (now serving as Assistant Secretary of Agriculture) or Senators Mansfield or Metcalf. When this design is given it will be a fitting climax to the year's activities.

LOCAL NLW COMMITTEES

Anaconda—Hearst Free Library
Mrs. W. A. Brolin
Natalie Sliepcevich
Belfry Public Library
Mrs. Beth Carrington
Mrs. Vivian Fenlon
Mrs. Edna Millegan
Mrs. Fannie Webb

Belgrade Public Library
Mrs. Dan Friesz

Belt Branch Library
Mrs. Paul Darko
Mrs. Ray Goodman
Mrs. Aksel Berg
Mrs. Lulu Mearns

Big Timber Carnegie Library
Mrs. Russell Smith
Mrs. Dick Armstrong

Billings—Parmly Billings

Memorial Library
Mrs. Bernie Bertelson, Chrm.
Mr. & Mrs. O. Leon Anderson
Mrs. Myrtle Cooper
Mr. & Mrs. William McNamer
Dr. & Mrs. T. Chemodurow
Thor Myhre
Richard Bork
Jack Hardenburg
Al Clack
Roland Rieter

Bozeman Public Library
Mrs. H. F. Mullikin, Chrm.
Mrs. Carl Hammer
Mrs. Henry Campbell
Mrs. T. C. Haggerty
Mr. Edwin Howard, Jr.
Mr. Hiney Lund
Mr. Oscar Cutting

Bridger Community Library
Mrs. Hans Sylling

Broadus—Powder River County Library
Mrs. M. Huckins, Chrm.
Mrs. Marge Collins
Mrs. Velma Pemberton
Mrs. Mary Wilson
Mrs. Alyne Huckins

Broadwater County Library
Mrs. Ed Shuman
Mrs. Morton Sperry
Mrs. Clint Holland
Mrs. Bob Kenney
Mrs. T. P. McNulty, Chrm.
Mrs. Amy Bister
Butte Public Library
Miss Joyce Bouchard
Miss Dora Christian
Mrs. Ruth Cannon
Mrs. Cora Paul
Miss Eileen Riley
Miss Ruth Sultzer

Cascade—Wedsworth Memorial Library
Jim Dickson
Ed Jerin
Hugo Bergman
Mrs. W. H. Brattain
Mrs. Ralph Halverson
Mrs. Carl Warehime
Mrs. Dorothy Kraber
Mrs. J. Oliver Baker
Mrs. Angus Ferguson
Mrs. C. W. Rowe
Mrs. Franklin Vanatta
Chinook—Blaine County Library
Mrs. Edna Bonebright
Mrs. Myrtle Nelson
Mrs. C. E. O'Brien
Columbus—Stillwater County Library
Mrs. Emma Veach
Mrs. Helen Scott
Mr. Bob Noe
Conrad Public Library
Mr. John Lahr
Mrs. Esther Johnson
Mrs. Dorothy Floerchinger
Culbertson Branch Library
Mrs. A. Swinchoski, Chrm.
Mrs. Kathryn Garbe
Mrs. N. V. Wilson
Mrs. W. Redfield
Marvin Oelkers

LOCAL NLW COMMITTEES

Cut Bank—Glacier County Library
Mrs. H. McNamer, Chrm.
Lucille Anderson
Mrs. Paul Wolk
Mrs. Bill Tanner
Mrs. C. M. Clark
Mr. Buddy Arras
Miss Mary Burke
Helen Dresen
Mrs. W. C. Fredericks
Mrs. Selden Frisbee
Mrs. Russell Halaas
Mrs. Wm. Stufft
Mr. Tom Kilpatrick
Mrs. John Krapf
Mrs. Mercedes Linder
Mrs. C. R. McShane
Mrs. Harold Nelson
Mrs. Jess Pritchard
Mrs. Mike Ward

Darby Public Library
Mrs. E. O. Bringen, Chrm.

Denton Public Library
Mrs. G. Cederholm, Chrm.
Mrs. Edna Barber
Mrs. Ida Harlan
Mrs. Helen Lee
Mrs. Fern Kingsbury
Mrs. Gerri Shannon
Mrs. Wayne Stapleton
Mrs. Irene Tutsch

Fort Benton—Chouteau County Free Library
Mrs. A. E. McLeish
Mrs. S. F. Pimperton
Mrs. Frank Elliott
Mrs. Blanche Hagie

Froid Public Library
Mrs. Marian Christoffersen
Mrs. Zita Rudolph
Mrs. Marjorie Wallander

Glasgow—Carnegie City-County Library
Mrs. David Nelson, Chrm.

Glendive Public Library
Mrs. Emmett Carey, Chrm.
Mrs. Leon Coombs
Mr. F. Raymond Anderson
Mr. John H. Johnson
Mrs. A. C. MacDonald
Mrs. Harold Nellans

Hamilton Public Library
Mrs. Don Ferguson
Mr. Mark Boesch
Mr. E. R. Hammond

Hardin—Big Horn County Library
Mrs. Anna Kincaid, Chrm.

Harlem Public Library
Dorothy Brower
Mrs. Amy Faris
Kenneth Hansen
Dallas Owens
Mrs. Doris Williams

Harlowton Public Library
Margaret Gravesgard
Pat Jersey
Mary P. Jones
Betty Mihalovich
Jessie Moore
Esther Morley
Margie Walton

Havre—Hill County Rural Library
Mrs. M. Packer, Chrm.
Mrs. Ralph Purdy
Mrs. James Schucha
Mrs. Dean McFadden
Mrs. Frank Heck

Helena Public Library
C. R. Anderson
Mary K. Dempsey
Newell Gough, Jr.
Michael Kennedy
Harriet Meloy
Harriet Miller
Miss Catherine Orchard
Roger Spillers
Father White

Jordan—Garfield County Free Library
Mrs. Helen Nelson
Mrs. Amy Crane
Mrs. Hazel McRae
Mrs. Mabel Pollard
Mrs. Janet Guptill

Laurel Public Library
Mrs. Matilda Brohaugh
Miss Frances Fenton
Mrs. Bertha Gehrett

Lincoln Public Library
Mrs. Lillian Eaton
Mrs. Signe Grosfield
Mrs. Mary Lambkin

Livingston Public Library
Mr. Ray Hokanson, Chrm.
Mrs. Paul Monaghan
Mrs. Irene Hoiland
Mrs. Jewel Johnson
Mrs. C. D. Paris
Mr. Kenneth Proffit
Mrs. Henry Reilly
Mr. Edward Kastelitz
Mr. Ray Bishop
Mrs. Anita Brawner
Mr. Walter Coleman
Mrs. Robert Howe
Mrs. Evelyn Rustad
Mrs. Ted Schleicher
Mrs. Gerald Sullivan
Mrs. Alice Kent
Mrs. Alice Henry
Mr. Fred Martin
Mr. Bruce Patrick
Mrs. Pearl W. Sprigg
Mrs. Charles Tisdale
Mr. George Wilkinson

Medicine Lake Branch Library
Mrs. Lottie Blank, Chrm.
Mrs. Jean French
Mrs. Annabel Johnson
Mrs. Arlene Liebach
Mrs. Wynne Michels
Mrs. Bert Stephens

Miles City—Carnegie Public Library
Ross Erickson, Chrm.
Mrs. Charles E. Hood
Mrs. H. D. Harlowe
Frances Peterson
Mrs. Leroy Clark
Mrs. Darrel Gudmundsen
Mrs. Kenneth Brown
Mrs. E. L. Sickney

Plains Public Library
Alice Diehl
Mrs. F. Burdick
Mrs. H. Scott
Mrs. Eva Goodrich
Mrs. Anne Bickerton
Mrs. K. Johnson

Red Lodge Carnegie Library
Mrs. H. J. Olcott, Chrm.
Mrs. Richard Lee Dodds
Mrs. Julius Pilati

Reedpoint Soldiers Memorial Library
Mrs. Earl Cooper
Mrs. Gertrude McKeith
Mrs. Fred B. Swift

Ronan City Library
Mrs. Frank Biery, Chrm.
Mrs. Wilson Burley
Miss Lillian Flanagan
Mrs. Pat Harbin
Mrs. Joe Piedalue

Roundup Public Library
Opal Meyers

Shelby—Toole County Free Library
Mrs. Ralph Benjamin
Mrs. Theo Bartschi
Mrs. Nettie Young
Mrs. Arthur Potvin
Mrs. Norma Flesch
Mr. Donald Wilcox
Mr. Alfred Klingler
W. C. Cavanaugh

Sidney Public Library
Mrs. Ben Hubley
Rev. Leo Buechler
Mrs. Mary Mercer

Thompson Falls Public Library
Mrs. P. B. Banister, Chrm.
Mrs. A. H. Cheney
Mrs. Frank Gummer
Mrs. Paul Lane
Mrs. Agnes Vandeventer

Valier Public Library
Mrs. Lyle Marsh
Mrs. Harry Palin
Mr. Cecil Parker

Whitefish Public Library
Mr. H. James Ball
Mrs. H. B. Markus
Mrs. J. D. Neville

Wibaux Women's Club Library
Nettie Collins
Marian Brughtenfeltd
Claire Samson
Iona Smith
Rochelle Waarst

Wolf Point—Roosevelt County Library
Mrs. Willard Mahlum
Mrs. George Loendorf
Mrs. Donald Johnson
Mr. Harvey Bryan
Mr. Marvin Baker

Wyola Branch Library
Mrs. T. R. Powers
Mrs. Henry White

Montana Libraries

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Cover picture: Great Day in Libby! Ground breaking ceremony, the initial step in construction of the new Lincoln County Library in Libby took place Sept. 5, 1963. Taking part were (left to right) Dale Collins of Collins Construction Company, Kalispell, prime contractor; Mrs. Robert Herrig, Librarian; Leo Collar, Eureka, Chairman, Board of Commissioners; Ruth O. Longworth, Missoula, State Librarian; James Sloan, Troy Commissioner; and Sandy Fraser, Libby Commissioner.

State Library Commission:

Mr. William L. Baillie
Miss Kathleen Campbell, Chairman
Mrs. Walter Houchen
Mrs. Joe C. King, III
Miss Harriet Miller

MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian; Mrs. Barbara J. Houghton, Assistant Librarian.

A MESSAGE FROM NATALIE

"October gave a party, the leaves by hundreds came—the chestnuts, oaks and maples and leaves of every name."

The season changes and we find our pace accelerates in these autumn days. The ringing of school bells, and the end of vacation days for both our young and adult readers symbolize the beginning of another busy and stimulating year for us.

And as "the leaves by hundreds came, leaves of every name," so through the doors of the library they come by "hundreds" and "of every name." We know that the welcome mat is ready and the hospitality warm and sincere.

Can we expect the same response and sense of dedication for Montana Library Association this coming year? Will "hundreds" come to our annual meeting in Billings, May 1-2, 1964? Can we look forward to tangible signs of progress through our committee and individual efforts? Will we attract many new members "of every name"—librarians, trustees and Friends of the Library to our State Association?

John Gardner in the January 5, 1963 issue of SATURDAY REVIEW wrote of "The Ever-Renewing Society." I commend his essay as a challenge to all of us because he draws a striking parallel between the life of an individual and the growth of an organization. "The ever-renewing society . . . will understand that the only stability possible today is stability in motion. It will foster a climate in which the seedlings of new ideas can survive and the deadwood of obsolete ideas be hacked out. Above all, it will recognize that its capacity for renewal depends on the individuals who make it up." You and I **are** those individuals!

Natalie Sliepcevich, President

Montana Library Association

TO ALL TRUSTEES AND LIBRARY FRIENDS EVERYWHERE

It is with extreme pleasure that I write about a subject near and dear to my heart—the value of belonging to M. L. A.

In comparing various activities in which one could engage the old Status symbol raised his head. I thought of the Garden circles where one's worth might be calculated in the tonnage of one's lawn boulder; in concert organizations where the mention of the more esoteric composers might be the password. Contrast this to the refreshing Montana Library Association. The dues are a democratic one dollar and you don't need to know the Dewey Decimal System from the Admiral, but the rewards for a tiny investment of your time and interest are incalculable.

The professional people involved are dedicated to only one purpose and that is to improve and increase book reading in this state. To me that is an almost holy aspiration.

In appraising my interest in this Book Business it seems to be enlightened self-interest for me to want every person in Carter County (and all Montana) to read 5 books a year. These 5 books could enlighten and inspire our 2500 people to be of double—or even triple value to this county, and that's mighty interesting to me!

The opportunity exists to add your name to the MLA; to assist in urging financial support from the State Legislature; to help your local librarian with National Library Week. These three rather embarrassingly small things do accomplish miracles for they help scatter "book seed" some of which will fall on the most fertile soil.

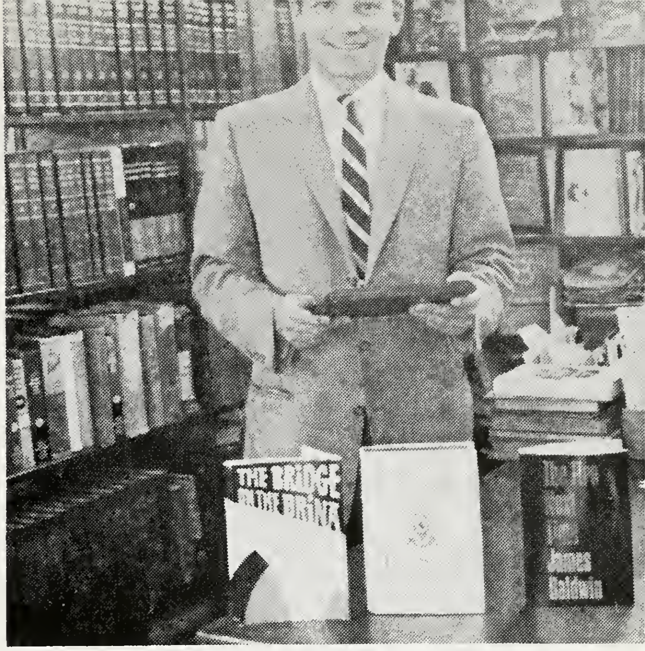
Mrs. R. E. (Cara) Musser, Chairman
Trustees and Friends Division
Montana Library Association

* * * *

The function of the library as an institution of society is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them.

Salome C. Fairchild

MAN OF THE YEAR



Man of the year and librarian of distinction, Bob Moran, is one of Red Lodge's favorite sons! Here is another Montana librarian who gives unstintingly his time and counsel to multiple community activities. Undoubtedly it was for this reason that the Red Lodge Junior Chamber of Commerce named him "Man of the Year," the first distinguished service award they had ever given. This will be an annual citation from now on for "outstanding community service through loyal, faithful, and unselfish efforts resulting in lasting contribution to community and nation."

Bob graduated from Montana State University with honors which earned him a Fulbright scholarship. He studied at the Sorbonne in Paris and then to quote him, "lo and behold, unlike too many of our graduates returned to the Treasure State to work and live." In Red Lodge he has found a niche as Librarian and as "First Citizen" in the truest sense of the title. His dossier of activities is tremendous.

It would be difficult to give priority to any one of his many contributions but he is very proud of having been the 1963 Coordinator of the annual Red Lodge Festival of Nations. He is also a member of the Festival Center Board of Directors, which is a non-profit group seeking to make the old high school a cultural center for the city. Bob was Carbon County Chairman for the Red Cross Fund Drive and Christmas Seal sale, as well as, Executive Secretary of the Carbon County Chapter of the American Red Cross.

His church activities include being the Vice-chairman of the Board of Deacons of the Congregational Church and Chairman of the sponsoring committee of a two-way International Christian Youth Exchange program which will see a Red Lodge student and a Swiss student exchange homes this year.

For service organizations he is: Program Chairman for the Inquiry Club (a men's discussion group); Program Chairman for the PTA; Secretary of the Masonic Lodge; member of the DeMolay Advisory Board; and Chairman of a group which revitalized a dormant Cub Scout program.

We wish to salute Bob Moran for his outstanding service to his library, his community, his state and his nation. He is that rare individual whose civic and social capabilities, as well as his charity for all, make him Red Lodge's "man for all occasions."

WOULD A COMBINED COLLEGE AND PUBLIC LIBRARY BUILDING BE A GOOD THING FOR BILLINGS, MONTANA

By Dr. Frederick Wezeman, Library Consultant*

Introduction

This report has been prepared at the request of the Library Board of the Billings Public Library. For some years there has been growing sentiment for a new public library building for Billings. The present rather poor location, the difficult steps, the interior layout, the lack of space for expansion all point to the need within the near future for a new public library building.

At Eastern Montana College there is an equally pressing need for a college library building. The college library now occupies inadequate quarters on the second foor of the Administration Building. Empty shelves are mute but potent reminders that due to the danger of excessive floor loads, many books have been moved to the basement and must be paged for use in the library. The need for a college library is an accepted fact and it is not necessary to document further the inadequacies of the present college library facilities.

Interested citizens of Billings, concerned over the great need for more adequate library facilities for both the college and the city suggested the possibility of a combined college and public library building. Proponents of the idea were successful in having the 1963 Montana State Legislature approve an amendment to Section 44-213 of the state statutes which provides the necessary enabling legislation for a combined college-public library.

Favorable Aspects of the Proposal for a Joint Library Building

What are the favorable aspects of the proposal for a joint library building for the City of Billings and for Eastern Montana College? Proponents of the idea say, "A common library would mean either a savings in costs or considerably more library for the same cost of two facilities. There is no question but that operating costs of such a common facility would be less than two separate libraries."

Proponents of the idea also say that library construction at Eastern Montana College might be considerably speeded via the joint venture route. The amount of money which the legislature would have to appropriate would be less. Finally, "It (the library) would help integrate the college and the community since there would be more contact between the citizen and the college with a joint library."

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*Dr. Wezeman is an Associate Professor at the Library School of the University of Minnesota. Previously he has been director of the Oak Park, Illinois Public Library and the Racine, Wisconsin Public Library. He has published numerous surveys, the most recent being a survey of the Branch Libraries of Des Moines, Iowa and a study of the development of an area public library for Birmingham, Michigan.

Unfavorable Aspects of the Proposals for a Joint Libary Building

The Site

Eastern Montana College is located at least a mile from the Billings downtown business district. The concensus of opinion among public library administrators and library boards is that the public library should be located in an area of maximum pedestrian and vehicular traffic, in other words in the best part of the business district. Also, it is generally assumed that the college library should be located in the center or close to the center of the college campus.

Thus we have a dilemma regarding the best site for a joint library. If the building were placed on or near the campus it would be a very poor location for the public library, and if it were placed any distance at all from the college campus it would be a poor location from the standpoint of effective and efficient college use. An inferior site, whether from the college or the public point of view would reduce library use and thereby raise unit costs of operation which to a very large extent would negate any savings obtained from combined operations.

A suggestion has been made that the public library have a downtown branch. However, this immediately raises an additional cost factor and once again negates any possible saving of joint operation.

The Library Staff:

A public library and a college library are both libraries, and while they do have much in common, they also differ greatly in the kind of personnel required to operate the library, in the materials—books, pamphlets, periodicals, etc.—needed to stock the library, and in the very library building itself.

The college library is oriented to the curriculum of the college and to the teaching program, while the public library is oriented to the larger scope of the reading, information, and research needs of the entire community.

Perhaps the greatest problem facing personnel in such a joint college-public library would be the problem of constantly adjusting to the varying needs of the college student and faculty over and against the general public.

The Bookstock and Other Library Materials:

The general public would find a college library book collection unsatisfactory in many respects. Westerns, mysteries, light fiction, popular fiction, duplication of popular titles, self-help books, how to do it books, many titles in the field of technology and applied science, children's books, young adult books, cookbooks, popular books of current interests, many travel books, popular science titles, popular biography—these are some of the areas which would be lacking or in short supply in the average college book collection. On

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the other hand, the public library would not stock many of the specialized scholarly works, nor the large numbers of scholarly periodicals. The differences in the book selection process is best enlightened by the fact that this year a foundation grant has been received by the American Library Association for establishing a current college level book selection service, inasmuch as the other services are based on the needs of public libraries and have proved unsatisfactory for the college library.

The administrator of the joint library would have problems such as these. What priority to give public library titles over and against college library titles, in the selection process? Would college faculty have priority in the use of the book collection? How to determine the pro-rata costs of book purchase and periodical purchase between the college and the city funds.

The Service Program of the Library:

Hours of opening. College libraries are often open more hours a week than the public library, however, there are times throughout the year when the college is not in session and the library is either closed or operates on a restricted schedule. At such times the college campus is a deserted and lonely place and it is possible that public library use might be seriously affected at such times.

Would books on reserve for college students and faculty be available to the general public? Would the registration system, rules for fines and overdue books be the same for both public and college clientele?

The Library Building:

In order to accommodate both public use of the joint library building and the college use the architects will have to affect various compromises and it is possible that the building will not be completely satisfactory from the standpoint of the college student and faculty and from the standpoint of the general public.

Administration and Control of the Library:

Joint administration is entirely impractical. The ultimate administrative authority would have to rest either with the college or with the library board. Priority of materials, of services, of personnel would have to be established and maintained and this would be a never-ending bone of contention and friction. It is doubtful if either the public library or the college library would be willing to give up its autonomy or its present authority.

As one ponders the financial problems of such a venture the areas of friction escalate. For example, suppose there is significant increase in public use of the joint library and the administrator asks the city for more money and the request is not approved. What then?

Financing Problems:

The year to year budget decisions present many problems but the immediate financing of the proposed building also presents a problem. If bonds are issued, is there a possibility of a legal impasse which will make a legal opinion as to the validity of the bonds difficult to get? Will the City of Billings or the State of Montana hold title to the joint library building? Will the joint library be built on city or college property? Some have suggested the public park across from the campus as a possible site. Will the financial and legal difficulties cause undue delay in the construction of the joint library?

Other Items:

In the normal course of events there are always certain factors which produce friction and ill will between governmental units. "Town vs. Gown" is an old saying in regards to colleges and the communities in which they are located. In past years Billings and Eastern Montana College have had pleasant, satisfactory and mutually helpful arrangements. It would be unfortunate, and poor economy indeed, if a venture such as a joint college-public library should result in friction and bad feelings between the city and the college.

A major group of users of the joint library would be high school students and one wonders if a combination of heavy high school and college student use might not present possible problems.

At one time it was fairly common for public libraries to also administer the school libraries of the community. The writer, while director of the Racine Public Library was also responsible for the high school, junior high and elementary libraries. In Racine and in many other such cities, this combination has not proven successful and in most cases the Board of Education has taken over the administration of the school libraries.

One would think that a better area for consolidation would be in athletics. However, most colleges prefer to have their own football fields, fieldhouses, and athletic facilities. In the same community high schools have athletic facilities and one often finds in addition park and recreation departments providing additional athletic facilities which duplicate in a measure those of the schools.

Two Case Studies

The writer made a thorough search in the literature of librarianship to find material on this subject, but could find virtually nothing.

Not many communities have combined the public library with the local college library. In the few days available since receiving this assignment the writer was able to contact two such libraries.

About 1910, Andrew Carnegie gave a library building jointly to the town of Mount Vernon, Iowa and the local college, Cornell College. After some years the town stopped contributing to the support of the library. At times various groups in Mount Vernon gave money to the

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WOULD A COMBINED . . .

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library for the purchase of children's books. A few years ago a new college library was built and the old Carnegie Library was converted into the college chemistry building. The new college library has a children's room and a staff member is on duty here after school. The people of Mount Vernon are critical of the college for taking over the old library for a chemistry building, others feel that the new library is in a less desirable location for the townspeople than the old Carnegie building. On the other hand, some of the college faculty feel that the town should contribute something to the support of the library. Mount Vernon, Iowa has a present population of about 2,500.

The above information was obtained from Forrest Brown, formerly librarian of Cornell College and now librarian of St. Olaf College, Northfield, Minnesota. In a telephone conversation with the writer, Mr. Brown stated that the arrangement "didn't work out at all from the beginning. The situation developed into a lot of bitterness. The townspeople resented the position of the college." Mr. Brown concluded that in his opinion, based upon practical working experience with such a joint college-public library, it is not a sound idea.

In Oberlin, Ohio, the public library and the college library are in the same building. The college library contracts with the City of Oberlin to provide library service. The writer understands that there is a separate collection for public use and that there is a separate staff. In a telephone conversation with the writer, Eileen Thornton, librarian of Oberlin College library and also the director of the public library stated, that while they have solved many of their problems, yet she does not recommend a joint city-college library building. Unfortunately additional information on the Oberlin situation did not arrive in time to be included in this report.

Summary

There is a great need for better library facilities at both the public and the college level in Billings, Montana. Interested citizens of Billings are to be commended for trying to find a solution to the library building problem. However, a joint college-public library building would not be in the best interests of either the City of Billings or Eastern Montana College.

Any possible economy of operation would be more than offset by the problems and difficulties of dual operation. A library is a necessity for any institution of higher learning and Eastern Montana College needs an adequate library building. An adequate public library building is an essential element of public service in every modern, progressive city of our country and Billings needs and should have a new public library building.

A combined college and public library building would not be a good thing for Billings.

The discussion of the idea of a joint library does point up the value and need for cooperation among the various library units of Billings. The public library, Eastern Montana College, Rocky Mountain College all should join together in firm cooperative arrangements regarding acquisition policies in various areas and the sharing of expensive bibliographic and reference tools and the constant interchange, through daily delivery service of books, magazines, pamphlets, and governmental documents.

* * * *

SLOW! STOP! BOOKMOBILE AHEAD!

Have you ever waited for a bus and wondered which side of the street or which corner to stand upon? This can be a nerve-wracking experience in unfamiliar territory. Very soon now there will be no doubt about where to await the arrival of the Bookmobile. Ninety bookmobile stop signs are being constructed at the Montana State Prison and will be distributed in these counties of the following federations of libraries:

Great Falls Federation = 31 stop signs in Cascade, and Pondera Counties.

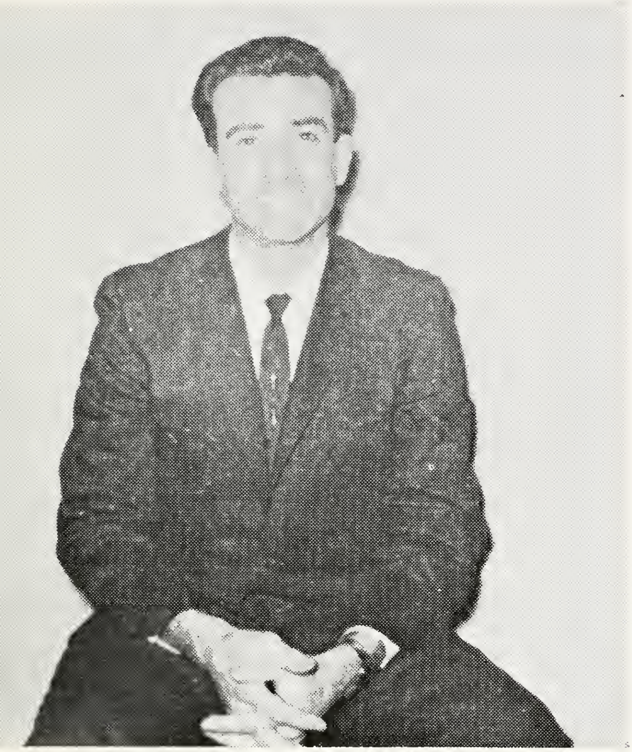
Northwest Montana Federation = 24 stop signs in Flathead and Lincoln Counties.

Sagebrush Federation = 35 stop signs in Carter, Custer, Dawson, Fallon and Garfield Counties.

May we express our thanks to Warden Ed Ellsworth, Jr., for his generosity and for his assistance in devising these guides to the library on wheels.

MONTANA STATE PRISON

By Robert T. Nash, Director of Education



Many people when reading or hearing about some incident or article referring to a prison immediately have conveyed to their minds a restrictive enclosure housing prisoners.

What takes place with those men (prisoners) is something that is probably quite vague and uncertain in the minds of most people. In reality, life inside prison walls is one of much varied activity. Examples of an average day's activity would encompass the following areas: The repair of a John Deere tractor: The tuning up and general servicing (including major repairs) of many farm and road vehicles: The replacement and repair of new and used plumbing and electrical services: The serving and preparation of over 2100 meals: The care and management of several hundred cattle: The operation of a dry-cleaning and laundry station for over 7 hundred people: The daily care of those who are sick or ill: Protestant, Catholic, and Social Services counciling. The work needed to be done in carrying out the above-mentioned activities is done by the inmates themselves, under custodial supervision.

All inmates coming into the prison are made aware of the school and the prison's other rehabilitative areas. Those men who have not finished grade school and/or high school are invited to participate in the prison school program. There are currently 14 individuals in the grade school, 45 in the high school, and 14 inmate instructors, along with 2 civilian state certified teachers; myself and Mr. Bobby C. Miles.

The high school curriculum covers English I, II, III, and IV, U. S. and World History I and II, Algebra I and II, Geometry I and II, Physics I, II, III, Bookkeeping I and II, Blueprint reading, Mechanical Drawing, Sociology I and II, Biology I and II, Shorthand I, II, and III, and General Math. I and II.

SCHOOL AND LIBRARY

Men completing their grade school requirements receive grade school diplomas from the Powell County grade school Superintendent's office. Men completing their high school requirements receive a state certification attesting to this fact.

The average age of the men enrolled at the school is: 28.1 years.

Just recently, through the fine co-operation of Mrs. Ruth Longworth, State Librarian, the school's texts and reference books have been catalogued according to the Dewey Decimal System. Supplies and equipment necessary to invoke the Dewey Decimal System were made available by Mrs. Longworth and her staff. In addition to the school library, the prison also maintains a general service library containing fictional reading material.

With the School Library in operation as it now is, the quality of the inmate students study, reference wise, is greatly augmented.

Both libraries are open to all inmates whether enrolled in the School or not.

Let me say at this time that the prison populace is certainly indebted to the assistance received from the State Library in introducing a modern library system into the school library.

In the course of a day every attempt is made to keep all inmates as constructively active as possible with the facilities now available to the inmates of Montana State Prison.

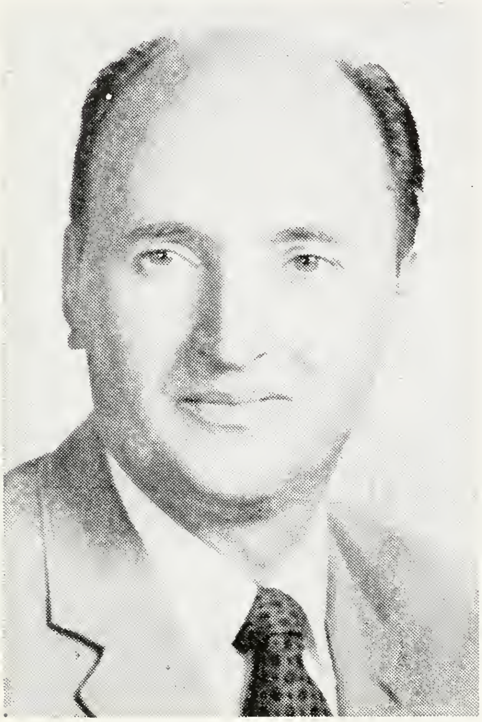
All individuals are cordially invited by the warden and his staff to visit the prison and personally see the services offered to inmates toward their rehabilitation, to become once again useful and constructive citizens.

* * * *

Just as in public libraries, gifts are most welcome for the Prison Library. This is not a substitute for a much needed budget but good books can be a valuable addition to the collection. Let us be very sure that our custodial institutions are not a dumping ground for useless and outdated material, for it has no more purpose here than it has in any library. What is really needed are cash donations to buy textbooks to supplement the textbook collection. We hope that several organizations who have expressed an interest in helping will be generous in their contributions. Bob Nash works indefatigably to implement his fine program of rehabilitation. Individuals and organizations can help him, until such time as an adequate budget can be provided.—R. O. L.

PROGRESS REPORT OF THE MONTANA STATE UNIVERSITY LAW LIBRARY

By R. M. Houghton, Law Librarian and Assistant Professor of Law



The Law Library would undoubtedly be classified as a special library, perhaps the term "different" might be applied. Its clientele is rather specialized and is largely confined to the legal profession. Besides the law faculty and law students, it is heavily used by local attorneys. About the only non-legal users are some members of the general University faculty, most notably the Political Science and History Departments. It is the intent of this article to clarify the borrowing priviledges and to encourage its use whenever possible.

Another factor marking its difference from other libraries is the scarceness of law libraries in Montana. While most counties have a collection of lawbooks, only the State Law Library in Helena and the MSU Law Library contain comprehensive collections. There is also a variance in the training of a law librarian whose qualifications should include: an undergraduate degree in a subject field, a Masters degree in Library Science, and a Law degree, if we are to accept standards.

A further varying feature of any law library is its budget. Over 70% of the budget is devoted to serials or continuations, thus obligating the better part of the budget at the beginning of the fiscal year. This is necessary because supplements are continually being issued after every state legislature (and Congress) to indicate the change in the laws. In addition the Supreme Court reports of each state and the federal government find their way to the Law Library. Add to this some 200 law reviews (periodicals) published commercially by other law schools or by bar associations which discuss the state of the law and the relatively high continuation cost will be understandable. Add to this the output of the various treatise writers who bring out supplements frequently to keep their works current.

Completing the different aspects of the Law Library functions might best be done by illustrating how some of the rare volumes in the collection were used by both sides in Montana's famous war of the copper kings. William Wirt Dixon, whose collection of law books was the nucleus for the MSU Law Library, was a friend of Marcus Daly. Later part of the W. A. Clark collection was given to the Library. A further note of interest concerns Clark, Jr., who while attending law school in Virginia apparently was much impressed by the famous "Cross of Gold" speech of William Jennings Bryan. In the cover of his textbooks (some of which the Library has) there is an inscription "No crown of thorns. No Cross of Gold, Bryan."

About two years ago the Law School moved into its new building. After getting settled, the Library began to sort and dispose of over 22,500 books accumulated as gifts over the past ten years. The shortage of work space in the old building, plus possibly the turnover in librarians had contributed to the magnitude of the problem. The methods of disposal were quite varied and some of the chief ones were as follows:

Obviously some books were added as new titles. In a few cases duplicate sets were added if a need for duplication was established. The serial forms of legal literature including the reports of the Montana Supreme Court now cover almost 140 volumes. A set covering all state Supreme Court reports in the Rocky Mountains and West Coast areas is close to 700 volumes. These are heavily used and many sets would need rebinding over the next few years. This future cost was avoided by using duplicate gifts that covered these sets resulting in lower binding costs.

Some duplicates were turned over to dealers in return for credit. Nearly $3,000 was obtained and added to the value of other volumes brought almost $12,000 into the Library. Several volumes were given to various Montana libraries and whenever use for a book could be found an effort was made to keep it in the State. An extensive exchange program with other law libraries was carried on and duplicates were further put to use by trading for material the Law Library needed.

With the credit received from dealers for the duplicates the Law Library was able to build up its collection of sets of codified laws for the states until all 50 states are now covered, as compared to but 33 last year. The Law Library should have no difficulty in meeting accreditation standards. As a result of the book disposal project, plus the usual acquisition policies, nearly 3,800 books were added during the year (3½ times the usual yearly rate) making a final book count of just under 42,500.

What does this mean in terms of rendering service to Montana? Already two teams of researchers are preparing reports on sections of Montana law. With the resources of the Main University nearby it is expected that more research will be instituted to improve Montana's

(Continued on Next Page)

PROGRESS REPORT . . .

(Continued from Preceding Page)

laws. The Library hopes to increase its service to patrons throughout the state. Most patrons do not require a vast amount of research; however, when an attorney does come across some involved point, his problem is to find a law library adequate to solve his problem. The best approach is to travel to Missoula or Helena where these libraries exist. The MSU Law Library will attempt to loan specific law reviews, court reports, some state materials and treatises. If an individual volume will suffice, it can probably be supplied subject to the paramount needs of the Law School. Phone calls requesting specific information, e.g., "What is the address of such and such attorney in Lodi, Calif.," or "Would you please read Section 205 of the Oklahoma Code?" can be answered. Firmly, however, the giving of legal advice is **not** permitted. To sum up the rules: loans will be made if possible to members of the legal profession only. Quasi-legal works will be loaned through the Montana State Library Commission to the public.

As to the actual use of the MSU Law Library, anyone may **use** the books; only the circulation privileges are limited. There is a propensity on the part of some individuals with a thinly disguised distrust of lawyers to attempt to find the answers themselves and to consider the Law Library a source of free legal advice. The Librarian has been asked to answer a question involving a new method for pumping poisonous gas into gopher holes which had resulted in gas seeping back and injuring humans. The patron wanted to know the law on the subject and since his was no simple problem he was advised to consult an attorney. The Law Librarian is happy to suggest books and other sources that may help the trained user to find the answer to his legal problems, but to go beyond this is impossible for they involve legal and ethical practices.

* * * *

STANDARDS FOR STATE LIBRARY FUNCTIONS

Adoption and publication of the new Standards for Library Functions at the State Level, developed by the Survey and Standards Committee of the American Association of State Libraries, was announced at ALA in Chicago.

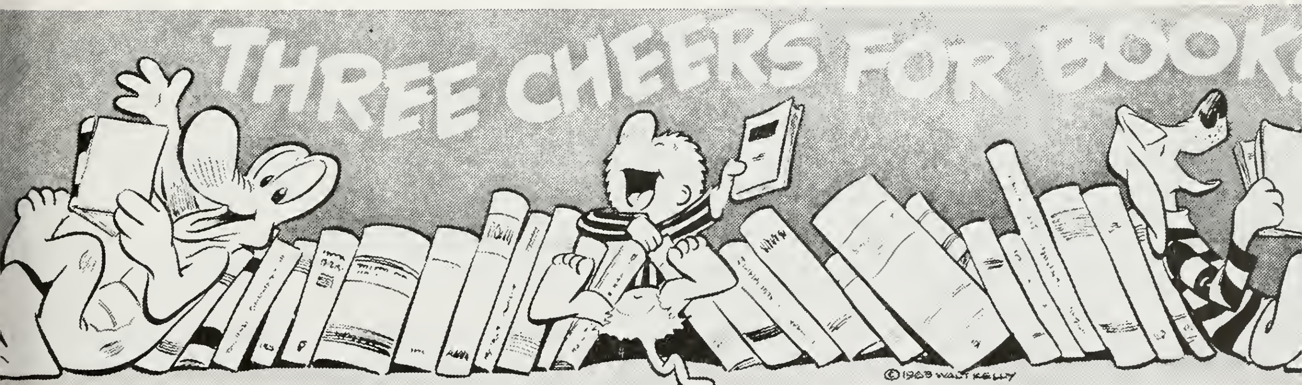
The new publication sets the standards for state libraries and state library agencies throughout the nation. It outlines the state responsibility for library service, describes functions of state library agencies, current inadequacies, and the need for standards at the state level. Copies of the Standards will be given wide distribution when they are available.

IS YOUR PUBLICITY SHOWING?

By Mrs. Lucille Anderson, Chairman, Publicity Committee, Montana Library Association

Are you "telling the library story" this week? This month? If so the Publicity Committee of the Montana Library Association wants to know about it. If not, this is an urgent appeal to do so through every available medium. Pamphlet number 15 of your Small Libraries Project Series covers the how, why and where of library publicity in great detail, including a very complete checklist. Your Montana Library Commission stands ready to give any advice or assistance you may need. As always Children's Book Week and National Library Week are ready-made occasions to break into print. In 1964 there will be many opportunities to tie in news stories and displays with the Montana Centennial. This is one area where restraint is never counselled and excess hardly exists.

Once your publicity is achieved, it is of equal importance to make a record of it and pass it on to me or to the State Library. As you know, a scrapbook is made each year of clippings, lists, photographs, leaflets, etc. and its end result depends entirely on the cooperation of every library in the state. It will be on display at the Library Conference and is kept on file as a permanent record, so please make sure your "library story" is in it.



National Children's Book Week, November 10-16, 1963

DEAR FELLOW STUDENT LIBRARIANS,

As the summer ends here we are again in the whirl of school activities, busy dusting off shelves and bringing everything up-to-date. Some clubs in the state are planning open houses, book fairs, and all kinds of ideas. It sounds like we're in for loads of work, but it will be a lot of fun, too. We'll be meeting a lot of new friends as we teach them how to use the library and help train new student librarians.

Those of you who belong to M.S.L.A. are probably wondering what is in store for the state club. There will be a Board meeting on September 21, and we will go over the constitution and begin to decide voting procedures. Incidentally, if your club does not belong to M.S.L.A. get it to join now!

We will also divide the state into regions to bring the clubs closer together to make them more effective. Schools in these regions will be encouraged to get together when they can to exchange ideas. The main objective, though, will be for these areas to meet in early spring to elect a representative to come to the meeting to help plan the state convention. The planning committee consists of the Board, advisors, representatives from the regions, and delegates from the host school.

There is now a region around Bozeman whose constitution was very well done which I know will be a big help in setting up the districts.

We are hoping to arrange camps next summer where we can have workshops on various ways to improve our clubs therefore helping to improve our schools.

If you have any ideas on what I have mentioned please send them to me in care of the library at Great Falls Central Catholic High School. Please don't hesitate to help us with your suggestions.

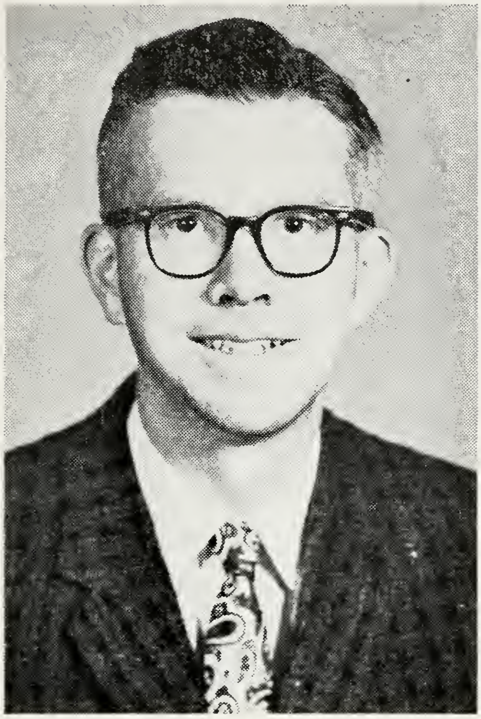
Thank you and I am looking forward to seeing you next spring at the state convention in Hamilton.

Sincerely,

Lynn Tacke, President
Montana Student Librarians Assn.

LIBRARY CATALOGS: CHANGING DIMENSIONS

By Douglas Mills, Acquisitions Librarian,
Montana State University Library, Missoula



The annual conference sponsored by the University of Chicago Graduate Library School and held on August 5-7 was both timely and informative. It dealt with library catalogs in a period of rapid, change and experimentation. In recent years the explosion of scientific information and the rapid growth of other forms of literature coupled with accelerating demand from scholars and readers has placed our libraries under unprecedented strains.

The twenty-eighth annual conference explored the historical growth of catalogs and the changes which they are undergoing as the result of new demands and pressures. In addition to considering changes in form, such as the printed catalog, attention was given to the feasibility of producing and interpreting catalogs through various mechanical, photographic, and electronic devices.

David C. Weber of Stanford University Library surveyed the beginnings and developments of both the card and printed catalogs in America. Regardless of how our catalogs may change, he reiterated a fundamental principle for all libraries: one of the library's primary concerns must be the bibliographic control of its own collection and maintenance of physical access to its resources.

American libraries are too often complacent in the assurance that our ways are always best in cataloging. Felix Reichmann of Cornell University Library gave an absorbing view of European catalogs. His address was like a breath of fresh air in helping to dispel parochialism and restore the view that our European colleagues may indeed offer cataloging ideas and practices worthy of study in America.

The trend during the last decade towards printed catalogs proved to be a focal point of attention for the conference. William S. Geller, County Librarian, gave a concise review of the Los Angeles County Library system's ten year experience in developing its printed catalog. During this time about a million dollars has been invested in the program.

The Los Angeles County Library has more than 2 million volumes representing a little over 200,000 titles. The system is divided into eight regions which serve more than 2.2 million people. This number is more than three times the population of Montana.

Mr. Geller emphasized the wide public acceptance which his library's printed catalog has enjoyed. This acceptance, based on its ease of use and convenience, is the most impressive achievement of the Los Angeles County Library's Cataloging program. The library's entire resources are brought within the reader's purview at all branches in the system. The Philadelphia Free Library is now contemplating conversion to a printed catalog similar to that of the Los Angeles County Library.

The printed catalog in academic libraries has been restricted mainly to the specialized library catalogs published by the G. K. Hall Company. These are of rich bibliographic value, but they will not generally supplant the card catalog in university libraries. There are apparently no plans at present among the large university libraries to abandon their card catalogs in favor of printed catalogs. The Stanford University Library is considering a printed catalog prepared by the sequential camera process for its new undergraduate library.

Mr. John W. Cronin from the Library of Congress conveyed an impression of astounding growth in describing the National Union Catalog. Since its beginning in 1901 the N.U.C. has expanded rapidly to perform vital services in reference, book selection, cataloging, and inter-library loans. Mr. Cronin outlined a basis on which the N.U.C. for years prior to 1952 can be published feasibly in book form. This is a long awaited project which will have inestimable bibliographic value when finally completed.

Don R. Swanson, Dean of the Graduate Library School, closed the conference with a review of automation related to library catalogs and other bibliographic tools. His presentation was in large part an imaginative conception of how basic library services might be rendered automatically by various mechanical and electronic devices.

Although several of the conference speakers are actively engaged in various phases of "automated" library activities, they have probably encouraged a sensible approach rather than a stampede among the participants to "automate" for the sake of automation. Dean Swanson has expressed aptly the idea that librarians should bear in mind the distinction between what **can be done** by automation and what **needs to be done.**

The conference proceedings will be published by approximately January, 1964 and will be available from the University of Chicago Press.

"DO-IT-YOURSELF" SURVEY

Mrs. Leo C. Graybill, Chairman, Self-Survey Committee, Trustees and Friends Division.

Last November the Library Development Committee met in Great Falls and recommended that a statewide rating of libraries by lay people throughout Montana was sorely needed to assess current library resources. The Committee suggested that this might be made a project of the state and local National Library Week Committees. This suggestion was brought to the attention of the NLW committee and unanimously agreed upon.

Then came the Montana Library Association conference and speaker, Donald E. Wright's admonition to "take off our rose-colored glasses and evaluate our library situations." This brought forth Association action for it was agreed that a committee should be formed from the Trustees and Friends Division of MLA to help expedite the library survey.

Fortunately for the new committee there was a recently completed pattern to follow—one of the American Library Association's Small Library Project pamphlets entitled: "Our Library — What is it Doing? Where is it Going?" or "A Do-It-Yourself Survey for the Small Library." The pamphlet is very simply worded and easy to understand with spaces for yes and no answers provided.

The Committee of the Trustees and Friends Division is headed by Mrs. Leo C. Graybill of Great Falls, Chairman, and Mrs. Selden Frisbee, Cut Bank and Mr. F. Q. Johnson, Helena are members. In mid-August Mrs. Graybill sent a letter to all public and branch libraries along with the survey asking that it be filled out by the Library Boards, their librarian and Friends of the Library groups who could also offer counsel. She hopes for a 100% response so that the questionnaire may be used as a guide to improvement. Mrs. Graybill has asked that surveys be completed and returned to the State Library promptly. Do see to it that you take a good look at your library so that there is an unbiased appraisal of its status and services.

NEW BOOKS FOR CHILDREN

By Peggy Gadbow, Director of Library, Missoula Public Schools

"Children's books keep alive a sense of nationality but also a sense of humanity. They describe their native land lovingly but they also describe faraway lands where unknown brothers live. Each of them is a messenger that goes beyond mountains and rivers, beyond the seas to the very ends of the world in search of new friendship. Every country gives and every country receives, there is no end to it."
—Paul Hazard

A wealth of knowledge about the customs and eccentricities of people all over the world and the conditions that dictate those customs is conveyed through the novel means of examining bizarre eating habits in various countries. Erick Berry's **Eating and cooking around the world: fingers before forks,** Day 1963, 3.50, is an absorbing account of strange and exotic foods, cooking devices, and manners. Black and white line drawings by the author and excellent photographs illustrate a text that is original and remarkably informative.

Awarded the Prix Enfance du Monde in 1959 when first published in France, **Captain Nuno** by L. N. Lavolle, Lothrop 1963, 3.00, is a poignant story about several courageous Portuguese youngsters on a secret voyage. Situations and characters which could so easily be maudlin and sentimental are realistically drawn. Warmth, plausibility and unusual narrative skill make this an especially appealing tale for intermediate readers.

Fresh, funny, penetrating, and destined to appeal to receptive, sensitive readers in sub-teen and older age groups, **The Bully of Barkham Street** by Mary Stolz, Harper 1963, 3.27, tells with understanding and compassion, a boy's struggle to rebuild and redeem himself. Martin Hastings, the overgrown neighborhood bully first introduced in **A Dog on Barkham Street,** Harper 1960, 2.95, by the same author, is at odds with himself and everyone else except his rambunctions dog, Rufas. Martin's search to find himself, narrated in the first person, is an engrossing insight into behavior problems and patterns and a wise and moving story for young readers.

Makers of the Red Revolution by Olivia Coolidge, Houghton 1963, 3.75, is a comprehensive study of the pressures, personalities and events that influenced the rise of Communism and that keep it alive.

Marx, Lenin, Trotsky, Stalin, Tito, Khruschev and Mao are presented dramatically and deftly by a skillful, perceptive biographer. She writes with authority, objectivity, and clarity; and her very readable account reflects her strong conviction that young people should study and analyze he nature of communism, its methods and its goals, to be able to understand its strength and see its danger. Careful planning and indexing add to the reference value of this work.

Skillfully linked episodes replace a real plot and are the convenance for a tender journey with a wistful little German orphan, her lovable pet donkey, and an elfin Professor who is taking them to the Children's Village in Switzerland. Betty Morgan Bowen's **For Love of a Donkey,** McKay 1963, 3.50, is an enchanting and warm hearted book to delight eight-to-eleven year olds. Charming black and white illustrations by the author complement a colorful and imaginative story, warm with love and kindness.

A remote sheep ranch in Montana is the setting for a dramatic and memorable book, **The Loner,** by Ester Wier, McKay 1963, 2.95. The author makes effective use of dialogue, vivid characterization, and a warm understanding of the relationship between Boss, a woman rancher and Boy, a share cropper who wanders into her winter camp. Youngsters will find this story of a lonely orphan boy who strives to live up to Boss' memory of her dead son and to his new name, David, taken from Boss' Bible, both interesting and rewarding.

Hans and Peter by Heidrun Petrides, Harcourt 1963, 4.50, is a serene and satisfying kind of story that appeals to the littlest tots. Pictures, colorful and modern and enormously intriguing, add enchantment to a book that will bring new delight and pleasure each time it is read. It is interesting to note that the book was written and illustrated by Heidrun Petrides when she was fifteen years old. Perhaps it is the simplicity and spontaneity of youth reflected in the story that makes it unusually attractive and captivating.

A carefully constructed plot set against the background of World War II, **In Love and War** by Barbara Ker Wilson, World 1963, tells of the effects of the chaos of the times on the lives of young English people who are caught up in its turmoil. Teenage girls especially will enjoy the romantic aspects of the story and respond to a well-written and vivid portrayal of the tension and grief and pathos of the war years. Their interest in further reading about a significant era in history may well be sparked by this dramatic and realistic novel.

TRIBUTE

to

LESLEY M. HEATHCOTE

Leslie M. Heathcote, Librarian of the Montana State College Library, has made innumerable contributions to both the library profession at large and to the Montana Library Association. But one of the most vital and fruitful was her Editorship of the MONTANA LIBRARY QUARTERLY. Since its first issue eight years ago she has diligently garnered association news, gained advertising support, encouraged and greatly furthered membership in the Association, to say nothing of her many fine and inspiring editorials.

Being an editor of any publication is no small task and to faithfully execute the printing of the official voice of the Association for eight years deserves the highest commendation. The action taken at the May conference made July 1963 the last issue of the QUARTERLY for finincial reason. In the future, Association news will be printed in MONTANA LIBRARIES.

May we take this opportunity to express our thanks to Lesley and pay tribute to her distinguished tenure as Editor of the MONTANA LIBRARY QUARTERLY.

Montana Libraries

Vol. XVII January, 1964 No. 2

John Fitzgerald Kennedy

"The President of the United States has just given his life for his country.

"We the members of the Executive Board of the American Library Association, in session at the time of his assassination, are shocked and deeply saddened by this cruel news. Our sense of loss is profound.

"President John F. Kennedy was a courageous leader of his people. He also highly valued all that books and libraries mean in our society.

"We call upon all librarians to honor our dead President by renewed devotion to our common cause, the strengthening of all our democratic institutions, and resistance to all forces that place in jeopardy our freedoms and those of all of our fellow citizens."

—Dr. Frederick H. Wagman, President
American Library Association

McKEE PRINT

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The tribute on the cover was issued by Dr. Frederick H. Wagman, president of the American Library Association, on learning of the death of President Kennedy.

* * *

State Library Commission:
Mr. William L. Baillie
Miss Kathleen Campbell, Chairman
Mrs. Walter Houchen
Mrs. Joe C. King, III
Miss Harriet Miller

MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian; Mrs. Barbara J. Houghton, Assistant Librarian.

LETTER FROM NATALIE

With the passing of 1963 the period will be recorded in our own hearts and in the pages of history as a year to be singled out for generations to come. The final weeks of 1963 will be etched in our memories with vivid recollections of tragedy, confusion, shock and despair. And yet from the shadows of gloom and despondency there is a source of courage and strength, a dedication for all of us to exemplify in our lives.

As librarians, trustees and Friends of the Library and the millions whom we serve, our task is to reaffirm our commitment in the new year—a commitment which challenges us to bring about dignity and respect among man and turn the tide of hatred toward love and understanding. As a profession we should appraise our efforts and actions of the past and ask ourselves if we have utilized to the fullest the potential which books have for bringing about the ideals which our form of society seeks.

Let us turn our thoughts to the words of Clarence Day in his essay:

The World of Books
Is the Most Remarkable Creation of man
Nothing else that he builds ever lasts
    Monuments Fall
    Nations Perish
Civilizations Grow Old and Die Out
And after an Era of Darkness
    New races build others
But in the World of Books are volumes
That have seen this happen again and again
    And yet live on
    Still young
Still as fresh as the day they were written
    Still telling men
of the hearts of men, centuries dead.

(Continued on Next Page)

LETTER FROM NATALIE—

(Continued from Preceding Page)

As the year of 1964 lies ahead of us, the power to guide its destiny lies in the hands of man and "in the volumes that live on." We must accept the challenge that we can work together amidst differences, the burden of our obligations and times of adversity for a common goal. Let us unite in our purpose to bring wisdom and inspiration from the printed page and spoken word through better library services for everyone, regardless of race, creed, religion or economic standing. Through the medium of books, perhaps we can help to develop and maintain an individual sense of responsibility to defend the principles of a free nation.

In the words of our late President John F. Kennedy spoken on that memorable day of November 22, 1963 in Austin, Texas,

"Civilization it was once said, is a race between education and catastrophe—and we intend to win that race for education."

My sincere best wishes to you and your families for the new year. May it bring to you all good health, peace and joy.

Natalie Sliepcevich, President
Montana Library Association

* * * * * *

BILLINGS IN '64!

The yearly conference of the Montana Library Association will be held in Billings, May 1-2. Ruth Warncke, Assistant Professor School of Library Science, Western Reserve University, will be in charge of the program and this guarantees us **the best!** President Natalie Sliepcevich has chosen Service to Students as her theme. With Ruth Warncke's leadership, we are assured of a most profitable and enjoyable time together.

Mr. William Baillie, past state chairman of National Library Week and now a member of the State Library Commission will be our banquet speaker, Saturday, May 2.

Make your plans now!

READING IS THE KEY

by Randall Swanberg, State Chairman

National Library Week in Montana—April 12-18, 1964

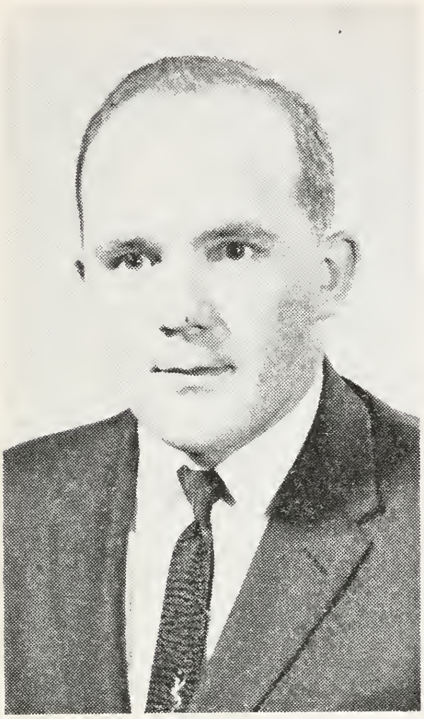
To the many of us who value libraries and use them as a matter of course, the objectives of National Library Week as a time to focus attention on the facilities afforded by our libraries in this nation almost seems the belaboring of the obvious. It's like sitting down with a group of ministers to discuss God, or speculating whether the sun is coming up in the morning and the moon in the evening. We know, however, that there are large portions of our population who need the reminder of all that is available to them in these storehouses of knowledge and that all of us need to remember that reading and libraries are truly **means** toward the full pursuit of life, liberty and happiness in a free world.

Some time ago a friend of mine who lives in Chicago sent me a manuscript called "Ideas and Conclusions." In developing his thesis he went back as far as the 14th century and referred to the time of William of Occam, an English schoolman and philosopher. In those times there was little scientific information and fewer facilities to further education. William of Occam formulated a doctrine that universal ideas are merely names, or abstract terms. As successive thinkers developed his theory it became known as "Occam's Razor." This idea continued for 500 or 600 years as other thinkers began to relate it to factual information. It became a full flown philosophy which has to do with free will and with religion and politics. It is the flowering of an idea—what we understand as knowledge and how this knowledge has to be related to society.

National Library Week serves us well as a time to assess our strength, to affirm our beliefs in our freedoms and to emphasize the importance of reading so that an informed creative citizenry can be developed, citizens who are competent and willing to make choices and decisions that free men and women must make.

Join with me again this year in making the Week a time of statewide observance. To assure our future in a world that is free, reading is indeed THE KEY.

School Library Supervisor Appointed



Harriet Miller, Superintendent of Public Instruction, has announced the appointment of William A. Rossiter as supervisor of Audio-Visual and Library Services for Montana schools.

Mr. Rossiter leaves the post of circulation and audiovisual librarian at Canisius College, Buffalo, N. Y. to assume his new duties on January 6. A graduate cf Clarion (Pa.) State College, Mr. Rossiter has done graduate work at Jamestown Community College and Canisius College, both in New York. His experience includes services as school librarian in the Panama, New York, school system.

Miss Miller says "Mr. Rossiter's appointment makes it possible for the Department of Public Instruction to provide leadership and services in the important area of school library development." She explained that Mr. Rossiter will assume the responsibility of the library and audiovisual programs jointly.

We are ever grateful for the continuing, intelligent interest and leadership given by Harriet Miller to the development of good library services in Montana. The appointment of a school library supervisor marks a big step in the advancement of our educational system. We highly commend her and welcome Mr. Rossiter to Montana.

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Lincoln County Library Wins!

Mrs. Inez Herrig and her library in Libby are one of the top ten winners in the nation of the Dorothy Canfield Fisher Award presented by the Book-of-the-Month Club. She is assured of $1,500 for books. The grand prize of $5,000 will be announced in January. The winner of this will be chosen from the top ten so we **may** have even more exciting news to share for she has a good chance at the bonanza: $5,000! The award will be presented on the first Sunday of National Library Week, April 12, 1964.

Delightful new library quarters are in the process of construction. It is everyone's hope that the building will be completed and the presentation of the Award can coincide with the dedication services.

FILMS AND BOOKS

Mrs. Nathan Blumberg

Lynne Blumberg is doing an excellent job for us at the State Library. She is tremendously busy compiling book lists and illustrating attractive flyers that are to accompany each film borrowed from the Montana Public Library Cooperative Film Service which is located at the Great Falls Public Library.

In the April 1963 issue of this magazine in the article "How to Convert the Heathen," we promised some such service and with Lynne's fine help, we will soon have the project completed. In that article, Mr. Emil Allen, Assistant State Librarian of the New Hampshire State Library, points out firmly and convincingly that library films are **not** just to look at and should never be used in this way. They should always serve as an educational experience and should be a part of a carefully planned program that ties them in with books.

Now, thanks to the exceedingly good job that Lynne Blumberg has undertaken, we can follow this excellent advice with a minimum of planning, for much of it has been done for us. Of this we may be sure: If we have the books there and take time to present them effectively, they will have brisk circulation and will be received with enthusiasm. We have never known this to fail!

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LIBRARY STATISTICS

Library statistics for the past fiscal year that are usually included in this January issue of **Montana Libraries** will be published separately in a supplement issue. We hope to include school and college and university library statistics along with those of the public libraries.

IN PRAISE OF LIBRARIES

by John J. Whalen*, Instructor of English
Missoula County High School, Higgins Avenue

To praise libraries at a teachers' convention is almost as dynamic as to state at a doctors' convention that cancer can be dangerous. And even worse, I suppose, is to stand before teachers and speak of esthetics, the implication being that you are listening to one who is an esthete. Unfortunately, I must deny the latter statement, not out of false modesty but because of introspection and a well grounded fear of being found out. But since I am supposed to talk about the individual and the library, I would like to touch upon these points lightly, not as an expert or one with a plan, but as an interested observer.

Someone once asked G. K. Chesterton: "If you were to be abandoned on a deserted island and could bring only one book, which would you bring, Shakespeare or the Bible?"

Chesterton, who was known for his great knowledge of both books replied "Neither. I would bring Boyle's handbook on **How to Build a Bcat."**

Mr. Chesterton was not only being facetious; he was being practical—as most of us are when we visit the library, or, worse, when we send students. There is a practical side to the library, and it is important, and it should be used. But it isn't the thesis that makes a Master of Arts a master, anymore than an encyclopedia assignment makes a student a savant. It is all the intangibles of life and experience and knowledge that does this. And yet I believe that all of us in education—at a time when we almost insist that a student receive his knowledge vicariously—I believe that we constrict him by our abuse, misuse, and even disuse of the library.

We live in an educational age that could very well be called the "New" years. Every subject seems to be prefaced with this—the New biology, the New chemistry, the New foreign languages, the New math. But the New English? Well, for the public it has not arrived yet, and never will; but for those in the field it has and it is growing. It hasn't been publicized so much because its form is flexible and still undefined. And, of course, it lacks a moon-launch to be measured against for progress, and summer institutes and federal grants to be justified publically, but it is wth us and shall continue to grow if administrators allow it, and if the public will pay for it.

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*An address given at the MEA, Library, Audio-Visual and English Teachers special section, Missoula, Oct. 25th. Mr. Whalen received his undergraduate and M.A. degrees from Loyola University in Chicago. He has taught in Chicago, Alaska, Red Lodge, Stevensville, and now Missoula.

What is this "New" English? I think that to a great degree it is part "Old" English, a return to the library from whence the study began. And I think that this trend is being forced upon us not only by the times, but by our desire to see as an end product of education the Whole Man, idealized, of course, but still a goal to aim at, an individual trained in one field, but conversant with many. The task of getting the individual to converse with as many fields as possible is given to the humanities. But this cannot be done unless a library—an excellent library, that is—is made available and used.

We need scientists, we need doctors, we need engineers. We need all compartmentalized trainees. But most of all we need thinkers, people with ideas, caught up in the great desire to learn all they can about as much as they can. We don't need any more "well-rounded" individuals. We have enough of these. We need squares, pentagons, hexagons, people who have intellectual sides to them, who can stand by themselves, who can't be rolled until the proper force of logic or truth is applied. This type of person is not produced in eight years, or twelve, or sixteen. Graduate schools do not abound with them. **BUT LIBRARIES DO, BECAUSE IT IS A LIFE-TIME TASK.** Educators can help immensely in this progress, not by just instigating, but by promoting, and guiding, by giving values to the intangibles that are not rewarded by a paycheck, by opening the range of possibilities for thought and study that exist in this world.

The day of the humanities being shackled to a single text or theme has never dawned. The world has always been too complex and the pace of events so heightened that no one book or group of books can claim to be that one which "fits the needs of the individual". Science has the advantage over us in this respect at least. They offer a prize to the student, an answer to the problem, and this discovery urges the student on to study more. In the humanities we have very few definite answers. But the least we can do is recognize some problems and let our students become aware of them and seek and answer in a formal way. I think we are deceiving ourselves but not the students when we impose an Elsie Dinsmore or a Jane Eyre on a generation that has followed Anne Frank. Or when we insist that teen-agers study David Copperfield in his 19th century environment and yet ignore the Nicky Romannos, the Holden Caulfields, the Francie Nolans of this the 20th century. In a country where more money is spent for liquor than for education, where Joseph Valachi is a **TRUE** character, where Elizabeth Taylor and Richard Burton are **SOME** kind of symbol, where television has brought darkness back again to the neighborhoods, and in a time when we talk openly of fallout shelters and 20 megaton bombs and overkill and Fail-Safe, it is rather difficult, I believe, for

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IN PRAISE OF LIBRARIES—

(Continued from Preceding Page)

a student to see any sense in much that isn't immediate and adjacent. But I believe that an orderly, inspirational, and stimulating approach to the library will erase much of this shallow view of life and give the student the same feeling of accomplishment in the humanities that he gets in, say, math or science. And by this I don't mean that Henry Miller necessarily be taught at the high school level, but, rather, something to the left of Frances Parkinson Keyes. If life is to be taught—and I mean **LIFE**, not adjustment to it—then we must face life to some degree. It is only fair to the people involved, those who will be out in it in a few years, those who have consistently viewed Holden Caulfield not as an ogre, but as one with whom they can immediately identify.

As teachers of the humanities we need tools. Chemistry without a lab is a farce; physics with just diagrams is absurd. So, too, is the liberal arts field without a library—a good library, that is, and a program built around it. Harvard was not founded on a faculty or a football team. It grew from a library. And the library attracted good students who became good professors who attracted other good students who brought good money that built a larger library and so on. While there is only one Harvard but thousands of high schools and grammar schools, we would still do well to follow the example of this outstanding institution. No one has ever lost anything striving for excellence. And the maddening point of it all is that we can achieve this excellence if we only have the courage to try it.

Teachers all have one or two pearls of wisdom or ignorance that have rolled from the mouths of children and that have been remembered and polished through the years. One of mine came from a 16-year-old boy in a school in Chicago which was not known for its intellectual leadership so much as for its variety of discipline problems. The student was average in **BOTH** fields. He was sitting in a study hall doing nothing. I asked him if he had any homework. He said no, he had none. I then said: "Well, why don't you read a library book, then?" He shrugged and waved the thought away with the immortal words: "Nah. I read one once."

There is no use dwelling upon the future of this person. He did not have one.

* * * * * *

There is but one road to progress in our complex civilization—that is, more building of character and more understanding. That can only partly be obtained from the home, the school, and the press. There must be a life-long supplement of reading of good books, for which our public libraries are our source and mainstay.

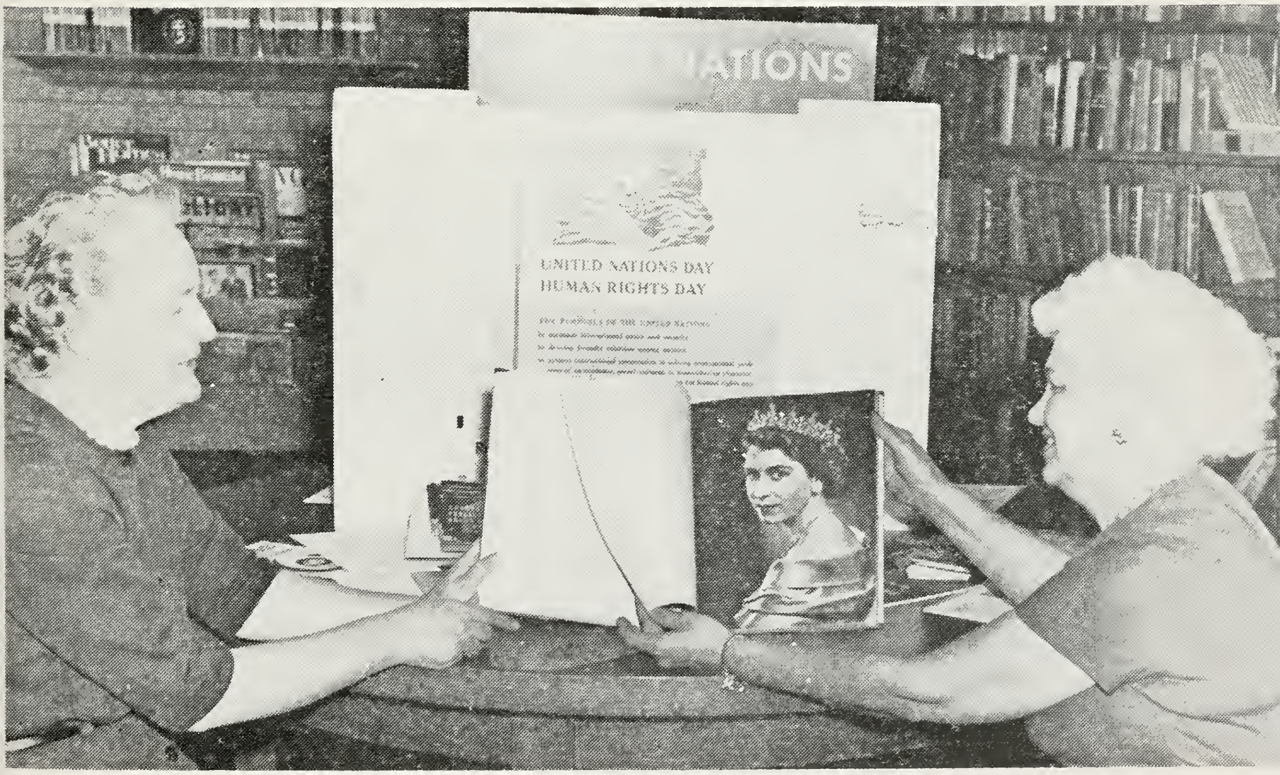
—Herbert Hoover

A GENEROUS GIFT

The Montana Association for Mental Health has donated most generously to the educational program at the Montana State Prison. Mr. Robert Nash, Educational Director of the prison was in need of quantities of book and pamphlets to enable him to initiate a course in Mental Health for the prison inmates. All that he needs will be provided by this fine organization—in the amount of approximately $200.00.

The Association is a non-profit organization, affiliated with the National Association for Mental Health which has 47 state divisions and nearly 1,000 local chapters. It is the only national organization concerned with the total fight against mental health. The suffering of adult patients is well known, but children suffer even more intensely. Now medical science has discovered that about one-third of them can be helped to lead normal or near normal lives but for the rest the only hope lies in new research. We will soon be asked to help during the yearly Bell Ringer campaign. The only income they have is what we give them.

UNITED NATIONS DAY



United Nations Day was observed by the Missoula Soroptimist Club with the donation of Karsh's "Portraits of Greatness" to the Missoula Public Library. President Lucille Kennedy (right) and Evelyn Swant, librarian are pictured above with the library's display which was also provided by the Club.

Montana Centennial 1864-1964

Mr. William Upshaw, Chairman and his Centennial Commission have been assured that Montana librarians will cooperate to the fullest extent in making the Year memorable. It will be a time when the many excellent resources on western history that our libraries have gathered are sure to have tremendous use. We will want pictures of your bulletin boards that feature the Centennial theme and will reproduce as many as possible in this publication.

The State Library is preparing a Montana Centennial reading club for the use of every library in the state next summer. Copies will be sent to you soon so that you can make plans to participate and can place your order early. We have patterned this reading club after the plan devised by Miss Helen Miller, State Librarian of Idaho, where they celebrated their Centennial last year. She reports that the club was most successful.

Let us have a report on the activities in your community and the role of the library in the celebration. We will want a full account of all that transpired in every library in Montana.

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Dr. Merriam, Frank Linderman and Charley Russell

Dr. H. G. Merriam, Dean Emeritus of the English Department of Montana State University has given us a priceless contribution in arranging for the publication of Frank Bird Linderman's "Recollections of Charley Russell." Dr. Merriam has done a superb job of editing and his introduction is delightful. He begins by saying, "These recollections carry a fresh look at the cowboy artist, Charles M. Russell, recounted by a long-time companion and close friend, Frank Bird Linderman. Not one of the biographers of Russell has tapped this source.

Charles Marion Russell and Frank Bird Linderman met in 1896. Both had come west in the early 1880's as lads about sixteen years of age, passionately interested in the experience of a primitive way of living. They took to one another because of their natures and their experiences, their love of "unspoiled" country and "unspoiled" people, especially Indians, and because both had a consuming desire to preserve western life as it was twenty years and more before the turn of the century.

The book is a warm, human document, charmingly illustrated with Russell paintings and drawings. The University of Oklahoma Press is to be commended for their choice of print, paper and format. They have given us a beautiful book.

After Barbed Wire

Marie Peterson MacDonald begins her recent pictorial history of the Dryland Homestead Rush in eastern Montana with the rhapsodic phrase, "Land—land of one's own—was the essence of the promise of America." Her own father and mother to whom the book is dedicated were Montana homesteaders in 1903 and in 1912, so her knowledge of these chaotic years is first hand. **After Barbed Wire** tells how the land hungry settlers were persuaded by the press and the Northern Pacific's "Wishing Trains" to venture to Montana. Every state and region in the United States contributed its share of emigrants who plowed the prairies, built schools, businesses, libraries and dams, raised families, cattle and wheat—all with the amazing courage and vigor of a resourceful people.

The drawings and photographs, some of which were done especially by Wing's Studio in Glendive, illustrate the text. In this book one may see a shot of a steamboat moored at the foot of Main street in Glendive, or the 1912 Dawson County Superintendent of Schools, Harriet Kelly, natty in her habit riding to her school house. Mrs. MacDonald's work encompasses the land booms in all of Montana east of the Divide and parts of North Dakota, South Dakota and northern Wyoming. All who wish to recapture the spirit of the westward movement will find **After Barbed Wire** a veracious account. It may be purchased from Mrs. Marie MacDonald, 1500 River Avenue, Glendive for $5.50.

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Montana History, Geography and Government

The State Department of Public Instruction has recently issued a most valuable guide: Teachers Reference Manual for Montana History, Geography and Government. Although designed primarily for school use, this manual will serve a much wider purpose. Libraries will find it a fine addition to their Montana collections and it will be used extensively by those many adults who are interested in the history of the state. It is especially good to have it published at this time, to coincide with Montana's Centennial celebration.

Miss Miller, in her foreword, gives acknowledgment to Rita McDonald who compiled the major portion of the manual in connection with graduate studies at Montana State College. The project was undertaken at Miss Miller's request, upon arrangement with Dr. Merrill G. Burlingame, Head, Department of History at M.S.C.

This first draft is tentative. A later printed edition is planned and when this is available, libraries will assuredly want multiple copies for their collection.

WHAT IS A DICTIONARY?

by Jacques Barzun*

WEBSTERS THIRD NEW INTERNATIONAL DICTIONARY (which I refuse to call W_3 as if life were too short for words) has been in circulation more than a year and has received from the start the kind of critical attention that a work of that size and importance deserves. There have been reviews, descriptive, admiring and hostile; there have been newspaper editorials, including one in the NEW YORK TIMES which exemplified by parody the doctrine of the new edition; and there have been articles in literary and general magazines, which pointed a moral while treating the fundamental question: What is a dictionary? Mr. Dwight MacDonald in the NEW YORKER and Mr. Wilson Follett in the ATLANTIC delivered, with abundant examples, the most philosophic of the attacks on the new work, and Mr. Bergen Evans, among others, offered rebuttal and counter attack. Both sides have written with heat—the heat of indignation—except when they meant to be freezingly cold with the cold of contempt.

All this is gratifying. For it shows that despite the many signs of linguistic indifference in daily life, some people at least still feel strongly about language and can be roused to battle about it.

The debate has not been confined to print, and it is not over; it is very much alive in living rooms, students' rooms, editorial rooms. When it came up as a subject of interest at a meeting of the board of THE AMERICAN SCHOLAR, everyone present felt that its importance warranted notice from one of us, and I was delegated to express the board's "position." This was extraordinary, for more than one reason. Never in my experience has the Editorial Board desired to reach a position; it respects without effort the individuality of each member and contributor, and it expects and relishes diversity. What is even more remarkable, none of those present had given the new dictionary more than a casual glance, yet each one felt that he knew how he stood on the issue that the work presented to the public.

That astonishing and possibly premature concurrence within a group of writers whose work almost invariably exhibits judicial tolerance and the scholarly temper defines the nature and character of the new Webster; it is undoubtedly the longest political pamphlet ever put together by a party. Its 2662 large pages embody — and often preach by suggestion—a dogma that far transcends the limits of lexicography. I have called it a political dogma because it makes assumptions about the people and because it implies a particular view of social intercourse. This is indeed why any page of the work provokes immediate resistance or assent. No one who thinks at all can keep from being a partisan. And the explosive charge contained in the definitions and examples (let alone the prefatory matter) is reinforced by the intellectual theory that underlies the political and social views. That theory is the scientism of the linguists, which is bound to divide thinking people still more sharply into adherents and enemies. The issue comes down to this: Are the products of the human mind (in this instance language) to be treated like natural objects? The answer Yes means that whatever "the people" utter is a "linguistic fact" to be recorded, cherished, preferred to any reason or tradition. The new dictionary might thus be called avant-garde, not to say sur-realist. To which its detractors say: "It is voluminous, but gives no light."

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*Reprinted from THE AMERICAN SCHOLAR, Vol. 32, Number 2, Spring, 1963. Copyright 1963 by the United Chapters of Phi Beta Kappa. By permission of the publshers. Dr. Jacques Barzun is Dean of Faculties and Provost at Columbia University.

No doubt this explanation of the passions aroused by the new Webster will seem to some far-fetched and abstract. How can the definition of a simple word such as "of" betray the political and moral biases I have inferred? Quite simply: the populism and scientism of the new lexicon appear together, for example, in the twenty-first use of "of," as an alteration of "have"—"I should of come." This is given as representing, "especially in written dialogue, a supposed dialectal or substandard speech." The word "supposed" is laden with prejudice, and one is amazed at the suggestion that this "of" occurs in writing only. Since this usage occurs frequently in speech, as everybody knows, one is bound to wonder whether its inclusion in a famous dictionary does not confer upon it the lexicographer's blessing. Certainly there is an implied defense of these of's, who are also the have nots.

So much for democratic feeling. Now to its concomitant. The previous illustrations of "of" are each introduced by the designation: "used as a function word to indicate. . . ." The phrase is therefore repeated twenty times, although the word being defined—"of"—is never repeated but is represented by the sign~. This is science. In the same way proper names and adjectives are never capitalized but carry the indication "usu. cap." This is system. Science and system play throughout the work a strongly rhetorical part. They do not save space; much less do they serve the reader's convenience. The use of a sign for the word we are interested in is a subtle attach on The Word, just as it is a blow struck against the sentence. The dictionary ceases to be a book for readers interested in words and sentences; it becomes an imitation ~the technical handbooks ~physics and chemistry. By this means word are stripped of a quality they have had since the dawn of civilization and are reduced to algebraic signs. I am not using a figure of speech: it is a mathematical yearning that induces the linguist to in-

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vent the term "function word" for preposition, conjunction, auxiliary verb and the like; just as it is algebraic and not verbal usage that leads the modern pedant to insist that we write: "In his THE WASTE-LAND . . . ," as if the joining of "his" and "the" were indispensable to an equation that would come out wrong by the omission of either.

These common examples bring us to the questions implied in What is a dictionary? namely: What is language? What are words? The so-called scientific doctrine which has killed grammar and rhetoric in the schools asserts a number of incompatible things about language: that it is a system of sounds used for communication and therefore changeable at will; that it is a natural entity which grows and evolves, and therefore follows natural, not arbitrary laws. Linguistics, it is clear is playing at technology as well as science. It goes on to teach that the sounds of language can be given symbolic representation in written forms, thanks to which the evolution of both sounds and forms can be traced over millennia and across continents; yet the science also holds that language is speech and speech alone; hence the ways and opinions of writers have no more importance in linguistics than ideas have in Marxist materialism: both are the empty froth carried down the powerful stream of history. It follows that the English language comprises whatever is intelligible to any group that thinks it is speaking English—Puerto Rican children in New York, native bureaucrats in India or Nigeria, Ozark mountaineers, B. B. C. announcers, judges of the United States Supreme Court, and unfortunate idiots with cleft palates.

There is undeniable grandeur in this acceptance of Babel, which strives to emulate the scientist's acceptance of all phenomena. And it is indeed true that since the pioneer work of Henry Sweet, the prototype of Higgins in Shaw's PYGMALION, much has been learned as a result of applying the scientific hypothesis to speech. But there are difficulties in the attempt to equate physical events and language, and it is in trying to escape these difficulties that the linguists whose theology is embodied in the new Webster become arbitrary and absurd. Their scientific detachment deserts them; they begin to champion the underdog linguistic forms against the socially approved, and they show the precariousness of their position by growing abusive and baring fangs when it is challenged.

A science obviously cannot admit that from the outset language is something more than speech, and words something more than a device for communication. Words are nevertheless anything but neutral symbols like numbers. They breed fancies and sport individual fea-

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tures. Feelings attach to words, as may be tested by calling a stranger a harsh name. And the feeling is not in the word, since the same word in an identical tone may be applied to a friend with affectionate intent and be received by him with equanimity. Nor, despite all the new school books on Structural English, does clear communication suffice to establish a form of words as part of the language. The latest Webster can imply by its hospitableness to barbarism that there is no such thing as good English, no correctness in grammar, syntax or diction, yet it is not English to say: "What age have you?" "How much hour is it?" "It makes cold this night." The system of words and ideas that constitutes a language has quirks of its own and remains a mystery. It **looks** as if it could be changed at will; it **looks** as if it followed natural laws—vowel shifts, slurrings, inversion and substitution of consonants, et cetera; it **looks** as if logic had no hand in its alerations; it **looks** as if reasoning were at work making forms alike and introducing distinctions; it **looks** as if mere repetition in use warranted a word or a form; it **looks** as if convenience were an irresistible cause of change—all of these are true and all false. The merest glance at history proves and disproves each of these propositions. "Invite" as a noun has been in use for two hundred and fifty years without becoming good usage. Our Webster itself calls it "now chiefly dial," which is, I think, an error. In my experience the word is colloquial and faintly depreciatory; but why so, when it is formed from the verb as regularly as "request" or "demand," and when it is (or would be) equally convenient? No one can tell. Again, "them" as a demonstrative adjective ("Hand me them pliers") is certainly the people's choice. It was so as far back as Chaucer, yet the majority vote it has obtained in every generation still leaves it, in Webster's term, "substand."

Evidently caprice is at work, a whim of iron which no scientific observation or dogmatic authority can reduce to order. But what one concludes from this can take one in divergent ways: one can become a linguist or remain sensitive to the varieties of linguistic experience. The linguist blinds himself to the truth that language is a very mixed affair, like art, love, government, history; which is to say life at its most comprehensive. Language indeed comes closest to being the envelope of life; it is the web, certainly, of conscious life. As such it is not abstractly detachable, like the segments of physical experience conveniently cut off for study by science. This difference explains why it is that the linguist has no sooner affirmed the folly of a normative grammar and dictionary than he is forced to mutter "substandard" at every other word. In this, to be sure, the linguist is a child of the age: "incorrect" being a horrid, undemocratic term, he replaces it by "substandard," which is fraternal and scientific. This is the formula by

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which we have turned in the poor in exchange for the underprivileged and backward countries for undeveloped areas. But little is changed in fact. There is a norm, a standard, in the languages of civilized nations, for the same reason that there are manners and customs. The difficulty of ascertaining at any moment what is right in these modes of action does not abolish the idea of rightness, any more than the variability of manners abolishes manners themselves. Many people neglect to say "please" and "thank you," but their omission does not constitute a new absence of norm; it only defines their boorishness. And this perception is not limited to the last effete representatives of a dying civilization, or books of etiquette would not be the perennial best sellers that they are. One of the chief vices of the new Webster is that it flouts the strong impulse toward rightness that animates the very masses whom he lexicographer means to flatter by his laxity charged with condescension.

To be charitable as well as fair we must ask whether the new lexicography is not in fact responding to contemporary tendencies in ourselves, rather than imparting to us the results of objective research. Take the assumption that speech is primary. The proposition is obviously true historically, but is it true as a social fact after three thousand years of written literature? It was surely not self-evident at the beginnings of lexicography, which was undertaken by and for the literate. Anyone who uses words by profession knows how important it is to preserve language from confusion through misuse. A writer's or an orator's difficulties come from the inadequacies of the audience as much as from those of the tongue he uses. And when literature has slowly clarified his medium for him, the good writer feels that he has entered into a contract with all his predecessors **not** to debate the coinage they have bequeathed to him.

This view might still prevail if modern literature itself had not first become impatient, "realistic," and tried with ever greater fidelity to reproduce the vocables of the marketplace. The playwright has always done this by fits and starts, yet without influencing the learned's notion of language. It was Scott and the novel descended from him that introduced first "dial" and then "colloq" and finally "vulg," to a point where one must keep Partridge's DICTIONARY OF SLANG by one's side and learn thieves' cant to appreciate the highest forms of the new in prose or poetry. From the moment that reality is equated with the average, science and democracy and linguistic devaluation form a single cultural tendency.

For it is this translation of reality into realism that undermines both formality and form in the use of language. In the novels of Sinclair Lewis, whose ear for the demotic was remarkable, phonetic renderings often replace words and phrases; Babbitt is made to say: "Zizesaying." Similarly, when the new Webster seeks examples of adjectival "them" it quotes the novels of educated writers—Helen Eustis and Ellen Glasgow. The whole nineteenth century, the whole Romantic revolution in poetry, lies behind the accelerated deformation of words which the new linguist thinks he discovered by scientific methods. At one end of the span, Wordsworth and Victor Hugo democratize literature by adapting the tone, diction and subjects of street ballads, and at the other end, Lewis Carroll, Mallarme and Joyce put the quietus to syntax and usage by punning and distorting and confusing the words of the tribe.

In this task of demolition they were aided by the engineers and tradesmen who were forging new words out of half-understood Greek and Latin roots to denote processes and products. The litter of "telephone," "Kodak," and their kind continues to increase, adding acronyms and portmanteaus (for example, Unicef and Puritron) in shapes and in numbers that will soon require a separate glossary, a second volume of Webster.

Even before the point is reached, we grasp what the modern answer is to the question we started with: What is a dictionary? As WEBSTER'S THIRD NEW INTERNATIONAL shows, a dictionary is a heterogeneous list of vocables, abbreviations, acronyms, ready-made phrases, trade and proper names, which have been selected on current populist-scientific principles as constituting "the language." Such a dictionary is certainly not a list of the words generally spoken by speakers of English. DNOC is not a word, nor does it stand for a spoken portion of the language, since it represents "dinitro-ortho-cresol," which is unspeakable. The so-called dictionary is thus in part a manual of formulas; in part a handbook for editors, scientists and other professionals. For the under-read it is also a semi-encyclopedia which has an entry for "dialectical materialism," and one for "fermat's principle," in which it is careful to decapitalize Fermat at the head of the entry and recapitalize him within, adding the date of his death.

This new-style dictionary of the English language includes many foreign words other than those that have been naturalized into English —the unpronounceable **oeuvre,** for example. In such cases, which are relatively numerous, popular approval does not seem to function as the guardian at the gates. But then profession and performance are hard to match in a book so strangely conceived. I have shown that the criterion of spoken usage—"language is speech"—breaks down at the

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(Continued from Preceding Page)

point where the thousands of many-syllabled scientific compounds irrupt and overrun the page. The same criterion is disregarded in the pronunciations offered after such words as are, in fact, spoken. For these pronunciations, given in a factitious phonetic alphabet, are widely deviated from by speakers of English. From Virginia to Texas, millions of people regularly produce in common words sounds that are unknown to this "international" dictionary of "the English language." The pronunciations that it does give are consequently an aribtrary norm for which observable reality gives dubious warrant.

On the plane of observation itself, this composite glossary is equally questionable in its reports. It grows garrulous about "ain't," saying: "though disapproved by many and more common in less educated speech, used orally in most parts of the U. S. by many cultivated speakers, esp. in the phrase **ain't I.**" This statement goes counter not only to my experience but also to that of a dozen "more educated" people whom I have asked. Except in the jocular mode, "ain't" is never used by those Webster calls cultivated. And one is brought up short by the introduction of these categories. Do they not violate the scientific-populist scheme? More or less educated to do what?—cultivated in what respect? Could it be "educated to speak well and write correctly? Cultivated in the use of English words and grammatical forms?" No linguist ever answers such impertinent questions. The structuralist keeps saying that whatever choice and arrangement of words is "effective" is or will be good speech. The lexicographer, who eagerly records as alternative meanings of a word the misconceptions of the illiterate, repeats that any meaning can be attached to any sound, so why fuss as long as we manage to "communicate." But effectiveness is never gauged or defined, and the loss of distinctions, of precision, of elegance is never brought within the scope of "communication." It is mere taste—aesthetics no less.

This willful neglect puts language in a unique position, alien to science, art and nature too. We shore up the hills and contain the flooding streams, but we let language rip, recognizing nothing as error. The lexicographer would not tolerate error in the **scientific** vocabulary: use "absorb" for "adsorb" and he will pounce on you; no use pleading that the two words are so much alike. But use "connive" for "contrive," and he will applaud—the language is growing! It's alive and evolving! Growth apparently means making two words do the work of one: 'fortuitous" and "fortunate"; "precipitous" and "precipitate"; "disinterested" and "uninterested"; "infer" and "imply"; "companion" and "cohort"; "complete" and "fulsome"; "difference" and "differential"; "elementary" and "elemental"—in short, a later Webster could probably cut in half the abundance of the old English vocabulary and no one would feel the differential.

The social forces and private emotions that promote this general decay, misnamed growth or evolution, are not peculiar to the English language and were not invented by the science-proud partisans of linguistic anarchy. English has in fact resisted longer than other modern European languages, such as French, perhaps because English was more elastic and hybrid to begin with. I cannot hope to give here a full view of the influences that have been undoing the work of the lettered generations. The triumph of the written word at the expense of oral traditions; the enlargement of the electorate; the establishment of public schools for all; the spread of specialism with its attendant jargons; the new pride of the common man, which makes him a pedant; the learned ignorance of technicians and tradesmen; the singular ideals and conventions developed by the press; the gigantic growth of advertising keeping pace with that of industry; the corresponding revolt against standardization, which incites everyone to be "himself" by defying good manners, to be "creative" by distorting language, and to flout the machine by revelling in symbol and metaphore—all these things and more that could be pointed to have played a part in the impoverishment that our language discloses about our life.

WEBSTERS THIRD NEW INTERNATIONAL DICTIONARY OF THE ENGLISH LANGUAGE is thus the representation between covers of a cultural revolution. From its tendentious title—the work being neither Webster's nor international, and only now and then a dictionary—to its silly systems and petty pedantires, the book is a faithful record of our emotional weaknesses and intellectual disarray. It should contribute mightily to that healthful annihilation of a way of thought and feeling to that **tabula rasa** from which new cultural movements spring. Meanwhile the book belongs in every "culitvated" reader's library of humor. I did not read every page, but at least once in every page that I read I laughed.

* * * * * *

After studying our social and economic problems for many years, I have come to the conclusion that the only solution for most of them lies in education—the kind that promotes disinterested thinking and suspended judgments. Any community which maintains a well-administered, adequately supported public library, provides one of the best means for acquiring such education.—Newton D. Baker

MONTANA LIBRARY ASSOCIATION

Honor Roll

The libraries named below are signally honored. Public librarians are enrolled when every member of the professional staff and the entire Board of Trustees have membership in the Association. School libraries are enrolled when both the staff and the chief Administrator of the school are M.L.A. members.

PUBLIC LIBRARIES

Anaconda—Hearst Free Library

Baker—Fallon County Free Library

Bozeman Public Library

Cascade—Wedsworth Memorial Library

Circle—George McCone Memorial Library

Conrad Public Library

Dillon Public Library

Fort Benton—Chouteau County Free Library

Glendive Public Library

Harlem Public Library

Harlowton Public Library

Helena Public Library

Laurel Public Library

Libby—Lincoln County Free Library

Lincoln Public Library

Livingston Public Library

Miles City—Carnegie Public Library

Red Lodge Carnegie Library

Ronan City Library

Sidney Public Library

Superior—Mineral County Public Library

Thompson Falls Public Library

Winnett Public Library

★ ★

COLLEGE AND SPECIAL LIBRARIES

Montana State Library Commission

Eastern Montana College of Education

Rocky Mountain College

Montana State College

Montana State University

Montana School of Mines

Western Montana College of Education

College of Great Falls

Northern Montana College

Carroll College

U. S. Veterans Administration Hospital

Glasgow Air Force Base

Malmstrom Air Force Base

Historical Society of Montana

SCHOOL LIBRARIES

Anaconda Senior High School
Busby School
Bozeman Senior High School
Cut Bank High School
Dillon—Beaverhead County High School
Dixon Public Schools
Edgar High School
Fort Benton Senior High School
Froid High School
Great Falls—West Junior High School
Harlem High School
Helena Junior High School
Joplin High School
Lambert High School
Missoula County High School—South Avenue
Missoula County High School—Higgins Avenue
Missoula Public Schools
Nashua High School
Richey High School
Roberts High School
Sheridan High School
Sidney Junior High School
Simms High School
Stanford High School
Stevensville Schools
Stockett-Sand Coulee—Centerville High School
Thompson Falls High School
Valier High School

* * * * * *

National Library Week–1964
April 12-18

Mr. Randall Swanberg's excellent committee met early this year in Great Falls. They are a resourceful and imaginative group and have many fine and original ideas for this year's observance which has its theme READING IS THE KEY.

Entry blanks for a state-wide contest will be sent out very soon. The committee members whole heartedly endorsed a jingle contest—one that **might** have a musical theme and could be used by radio and TV stations. They approved an attractive and provocative brochure which would give the picture of the library situation in Montana. They also recommended that we have a speakers bureau and that kits be prepared that would provide full information on National Library Week, its theme and its goals.

These are but a few of the many good suggestions from the committee for state-wide activities. Montana is fortunate to have their interest and their leadership.

1964 NATIONAL LIBRARY WEEK STATE COMMITTE

Randall Swanberg
State Chairman NLW
Great Falls

Mrs. Barbara Houghton
Executive Director
Missoula

Dr. Frank C. Abbott
Academic Vice-Pres., MSU
Missoula

William L. Baillie
Atty., Great Falls

Mrs. P. B. Banister
Thompson Falls, Montana

Mr. H. J. Bell
Pres., MFWC
Kalispell

Don R. Bosley, Assoc. Ed.
Montana Farmer-Stockman
Great Falls

Mrs. Charlotte Brader
Gen. Manager, KOJM
Havre

G. M. DeJarnette, Gov.
Montana Kiwanis
Missoula

Senator Edward Dussault
Missoula

Henry Esp., Pres.
Mont. Woolgrowers
Lodge Grass

Harris G. Fagg, Pres.
Montana Jaycees
Billings

Geraldine G. Fenn
4-H and Other Youth Specialist
Bozeman

Sam Gilluly, Ed.
Montana Citizen
Helena, Montana

Mrs. Richard Griffing, Pres.
League of Women Voters
of Montana
Great Falls

Dean Hoffman
Human Development Specialist
Bozeman

Mrs. Alma Jacobs, Librn.
Great Falls Public Library

Dorothy Johnson
School of Journalism, MSU
Missoula

Michael Kennedy, Dir.
Mont. Historical Soc.
Helena

Mrs. Joe C. King, III
Winnett

Alfred Klingler, Exec. Dir.
Mont. Municipal League
Shelby

Mrs. Edna Lovhaug, Pres.
BPW, Thompson Falls

Fred J. Martin, Ed.
Park County News
Livingston

Harriet Miller, Supt.
Public Instruction
Helena

Ralph Miracle, Sec.
Mont. Stockgrowers' Assn.
Helena

Mrs. R. E. Musser, Chm.
Trustees & Friends
Div. of MLA, Ekalaka

Thor Myhre, Manager
Foote Outdoor Advertising
Billings

Mrs. Bertha Obrecht, Ed.
Montana Parent Teacher
Cascade

Andy R. Oja, Ed.
Montana Education
Helena

George P. Sarsfield,
Dist. Gov.
Montana Rotary
Butte

Mrs. John P. Shannon
Pres., AAUW, Billings

Natalie Sliepcevich
Pres., MLA, Anaconda

Richard D. Smiley, Pres.
Montana Broadcasters Assn.
Bozeman

Mrs. Richard Stevens, Chm.
School Library Div., MLA
Great Falls

Mrs. Margaret Taylor
(past Pres.)
BPW, Great Falls

Senator Maurice Ullom
Conrad

Mrs. R. D. Warden
Legislative Chm., MLA
Great Falls

Rev. James R. White, Librn.
Carroll College, Helena

Donald B. Wilcox
Int. Councillor, Lion's
Shelby

Montana Student Librarians

Dear Student Librarians:

Greetings! We would like to inform you of a recent development in the M.S.L.A. at a board meeting this fall. We planned the location of the state regions and began work on a handbook for the organization.

The five regions planned are in the areas surrounding the following cities: Missoula, Bozeman, Great Falls, Miles City and Glasgow. I hope that all of you will soon be hearing of a meeting to be held in your district. The Bozeman region, of course, which is already organized has held an effective meeting. Miss Luhrsen, Librarian of the Roundup High School Library, sent a full account of that meeting, held on November 9th at Wilsall. Highlight of the meeting was a wonderful speech by Mrs. Alma Jacobs on "Opportunities in the Library Profession." Miss Luhrsen said the entire program was an inspiration to her and to her student librarians—an experience they would not have missed for the world!

At the regional meetings we would like ideas discussed on what should be incorporated into the handbook and any major issues you might like to bring up at the state convention in Hamilton. Some clubs are strongly supporting the idea of summer camps so perhaps this could also be considered. If possible I would like a copy of the notes from these regional meetings in order to have an idea of the progress.

For future reference, be sure to plan to attend the state meeting next spring if it is at all possible. The Hamilton Club is already working on the plans which I am sure will be very enjoyable, as well as most profitable. If we all attend we are sure to have the best convention ever.

I am looking forward to hearing of your progress. Good luck in the district meetings.

Lynn Tacke, President
Montana Student Librarian Association

New Books

by Peggy Gadbow

Director of Library—Missoula Public Schools

> "Books are no substitute for living, but they add immeasurably to its richness. When life is absorbing, books can enhance our sense of its significance. When life is difficult, they give us momentary release from troubles or a new insight into our problems. . ."
>
> May Hill Arbuthnot

Who can possibly say which age level of all those who love to read or to be read aloud to will most enjoy **Uncle Shelby's story of Lafcadio, the lion who shot back,** by Shel Silverstein, Harper, 1963, $2.92. It's a grrr-repressibly funny story about a lovable, laughable, marshmallow-eating, and hunter-hunting lion. Some parents of young readers may detect shades of the **Playboy** or **Stars and Stripes** humor of Shel Silverstein. Fans of every age are sure to chuckle over his Uncle Shelby stories and his delightfully nonsensical sketches.

Rumer Godden's **Litle Plum,** Viking, 1963, $3.19, is a charming sequel to another of her delightful doll stories, **Miss Happiness and Miss Flower,** Viking, 1961, $3.00. Artful illustrations by Jean Primrose are as distinctive and delicate as the Japanese dolls featured in both books and are in perfect harmony with the warm, superbly-written text. Every little girl who loves dolls will respond to this very feminine and satisfying story.

An exciting and fast-paced mystery-plus-adventure story with a Montana setting, **Trouble Creek,** by Jo Sykes, Holt, 1963, $3.27, will find a large audience among subteen and teenage readers. The author demonstrates an unusually fine ability to combine suspense and action with realistic and perceptive character development, so that Ted Holland's acceptance of a stepfather becomes only incidental to the absorbing story. Montana youngsters who enjoyed Jo Sykes, **Chip on his shoulder,** Funk, 1961, $2.95, have been waiting for her to publish another, and will find this a satisfying dog story, as well as a realistic mystery.

The all time "greats" in sports,—contestants in the Olympic Games the history of the ancient games, and highlights of these internationally famous athletic events are presented in interesting detail in the **First book of the Olympic Games** by John Walsh, Watts, 1963, $2.50. Spectator "sports" and even the uninitiated will welcome this good reading. The avid sports fan will find the tables of Olympic records in track and field, as well as the list of champions from 1896 to 1960, especially interesting.

You and your brain, by Judith Groch, Harper, 1963, $3.79, is a fascinating, succinct, and readable explanation of the brain, its mysteries and its functions. This is an important book because it illuminates, accurately and clearly, the intriguing and significant facts about the development of the brain and the workings of the nervous system. Such subjects as consciousness, imagination, memory, language, loci, and many other entities are discussed by a layman in a refreshing and informative way and without the coldness of a textbook treatment. Careful indexing and suggestions for further readings add to the value.

Another Stolz hit for young teens, and especially for girls who search the bookshelves for just-before-adult romances and novels, Mary Stolz' **Who wants music on Monday,** 1963, $3.27, is the perceptive story of a teenage girl, her older sister and brother, and their friends and parents. It is a sensitive portrayal of adolescent problems and gropings and of serious and timely national concerns. Young readers will recognize the struggles and thinking of their own age group and will find this distinguished book very provocative.

More tales of faraway folk, chosen and retold by Babette Deutsch and Avrahm Yarmolinsky, Harper, 1963, $2.73, is a collection of fifteen folktales from countries that are now mostly behind the Iron Curtain. Simply and beautifully told stories from Finland, Lapland, Central Asia, Siberia, Estonia, Russia, Karelia, Caucasus, and Turkey are imaginatively illustrated by Janina Domanska for a splendid verbal and visual effect. These tales will be welcomed by the youngsters and storytellers, too, who liked the earlier, short and nice for retelling, **Tales of faraway folk,** Harper, 1952, $2.73.

Mystery! a treasury for younger readers, edited by Seon Manley and Gogo Lewis, Funk, 1963, $4.95, is exactly that, in a neat and compact package. Ingenious and scary stories and poem's spun by the world's greatest writers are designed to spook and confound and amuse. Avid readers of sombre and uncanny detective, ghost, murder, and science fiction are bound to be pleased with the spine ticklers included in this extraordinary anthology.

Robert Silverberg's **Home of the Red Man,** New York Graphic Society, 1963, $3,95, is a book devoted to the Indian tribes of North America their origins, influences, culture, and current sociological status. Mr. Silverberg explodes the age-old myth of the vanishing Red Man and establishes a geographically and historically accurate and dramatic panorama of Indian civilizations from their earliest beginnings to the present day. An up-to-date bibliography invites young readers to enjoy, in detail, further study of the American Indians and of their minority role in today's society.

NATIONAL HEADQUARTERS of the American Library Association, dedicated at ceremonies Sunday, July 14, during the 82nd Annual Conference of the world's oldest and largest library association held here in Chicago July 14-20, 1963. The $1,200,000 national office building was dedicated at the first General Session of the Conference. A reception for the conferees was held at the new building and its outdoor parking lot at 10:00 p. m. the same evening.

Architect for the building was the firm of Holabird and Root and the contracting firm was Poirot Construction Company.

Montana Libraries

XVII JANUARY, 1964 SUPPLEMENT No. 2

STATISTICS OF MONTANA PUBLIC LIBRARIES SCHOOL LIBRARIES UNIVERSITY AND COLLEGE LIBRARIES

July 1, 1962-June 30, 1963

Compiled by
MONTANA STATE LIBRARY COMMISSION
South Ave. and Middlesex
Missoula, Montana

McKEE PRINT

PUBLIC LIBRARY STATISTICS

1962-1963

SUMMARY

Population of State—1960 Census	674,767
Population Served by Public Libraries	576,350
Population Unserved	98,417
Total Volumes in Public Libraries	1,190,915
Volumes per Capita	1.5
Total Public Library Circulation	3,366,341
Circulation per Capita	5.5
Total Public Library Income	$ 945,420

Source of Income: Mainly public funds
State tax rate: 2 mill county tax (permissive)

3 mills permissive for cities with taxable valuation under $750,000.

3½ mills permissive for cities with taxable valuation over $750,000.

Expenditure per Capita	$ 1.41
Number of County Libraries (includes counties which have contracted for service with a city system):	32
Federations	3
Counties Served	32
Counties Unserved	24
Number of Bookmobiles in state	6
Grants in aid to Public Libraries	
Federal (Library Services Act)	$ 73,006
Matching Local Funds	$ 161,519

PUBLIC LIBRARY STATISTICS

COUNTIES and LIBRARIES	LIBRARIAN	Population Taxed*
Beaverhead County		
Dillon Public	Mrs. Helen Donovan	3,690
Wisdom Women's Club (Association)	Mrs. Claude Anderson	....
Big Horn County		
Hardin—Big Horn County	Mrs. Ann Sloan	10,007
Wyola (Association)	Mrs. Henry White	....
Blaine County		
Chinook—Blaine County	Mrs. Catherine O'Brien	8,091
Harlem Public	Mrs. Dorothy Brower	(1,764)
Broadwater County		
Townsend—Broadwater County	Mrs. Lloyd Heberle	2,804
Carbon County		
Belfry Public (Association)	Mrs. W. E. Fenlon	....
Bridger Community (Association)	Mrs. Ethyl Skibby	....
Red Lodge Carnegie Public	Robert W. Moran	2,278
Carter County—See Sagebrush Federation		
Cascade County—See Great Falls Federation		
Chouteau County		
Fort Benton—Chouteau County Free	Mrs. Kay Courtnage	7,348
Custer County—See Sagebrush Federation		
Daniels County		
Scobey—Daniels County Free	Mrs. Bernice M. Sorte	3,755
Dawson County—See Sagebrush Federation		
Deer Lodge County		....
Anaconda—Hearst Free	Natalie Sliepcevich	18,640
Fallon County—See Sagebrush Federation		
Fergus County		
Denton Public	Mrs. Lorraine Stapleton	410
Lewistown—Carnegie Public	Mrs. K. Elizabeth Pittman	7,408
Moore Public	Mrs. Ted Estes	216
Flathead County—See Northwest Federation		
Gallatin County		
Belgrade Public	Mrs. George Van Delinder	1,057
Bozeman Public	Margaret Hileman	13,361
Manhattan Women's Club (Association)		....
Three Forks Community (Association)	Mrs. Margaret Haige	....
West Yellowstone Public (Association)	Mrs. Shirley Clawson	....
Garfield County—See Sagebrush Federation		
Glacier County		
Cut Bank—Glacier County	Mrs. Lucille Anderson	11,565
Golden Valley County		
Granite County		
Philipsburg Free (Association)	Mrs. Delbert Yardley	....

* 1960 Census

** Source of Taxable Valuation of Area Taxed: "Tax Levies for Fiscal Year Beginning July 1, 1962-Ending June 30, 1963," Montana Taxpayers' Association

COVERING THE YEAR 1962-63

Taxable Valuation of Area Taxed**	MILL LEVY		TOTAL INCOME		Total Expended	Books Added	Total Books	Total Circulation	Per Capita Circulation	Hrs./Wk.
	City	County	By Taxes	By Other						
2,196,958	2.00	....	4,394	1,458	5,852	429	20,070	25,983	7.04	20
....	....	....	....	....	....	....	....	....	......	....
10,104,452	....	1.24	12,530	162	12,542	786	18,850	51,756	5.17	40
....	....	....	....	....	....	....	....	....	......	....
8,313,548	....	1.06	8,568	....	6,532	....	29,300	33,400	4.13	30
484,932	2.00	....	930	....	3,346	....	4,500	7,296	4.13	16
			(2,640)							
4,632,829	....	0.60	2,780	224	3,004	171	6,835	12,512	4.47	30
....	....	....	....	....	....	....	....	1,143	......	....
....	....	....	....	....	....	....	....	....	......	....
1,114,970	3.50	....	3,704	....	3,695	258	9,686	15,496	6.81	24
13,366,799	....	1.40	19,135	1,823	20,958	1,547	19,974	45,608	6.21	38½
4,377,923	....	0.78	3,482	36	3,298	475	5,472	5,500	1.46	20
(13,823,675)	....	0.75	10,356	....	....	....	....	....	......	....
(4,901,100)	2.00	....	14,751	....	25,107	1,029	24,260	69,984	3.76	63
272,584	2.50	....	737	106	843	223	2,485	....	......	29½
4,129,287	3.50	....	16,646	1,069	14,567	674	19,063	85,922	11.60	36
98,391	3.00	....	301	41	281	6	3,950	3,464	16.03	6
511,530	3.00	....	1,352	....	1,347	125	3,170	4,231	4.00	4
7,840,468	3.00	....	23,240	2,077	24,533	1,015	14,823	115,937	8.68	45
....	....	....	....	....	....	....	....	....	......	....
....	....	....	....	....	....	....	....	....	......	....
....	....	....	....	....	....	....	....	....	......	....
13,296,358	....	1.90	25,390	....	25,390	1,358	39,478	98,191	8.49	42
....	....	....	....	....	....	....	....	....	......	....

(Blank spaces indicate incomplete information)

( ) Parentheses show that this figure is included elsewhere

PUBLIC LIBRARY STATISTICS COVERING

COUNTIES and LIBRARIES	LIBRARIAN	Population Taxed*
Hill County		
Havre Public	Mrs. Mary Antunes	10,740
Havre—Hill County Rural	Mrs. Dorothy Armstrong	7,913
Jefferson County		
Whitehall Public (Association)	Mrs. Lou Thomson	....
Judith Basin County		
Stanford-Judith Basin County Free	Mrs. Ruby Kramer	3,085
Lake County		
Polson City	Mrs. Edith Fox and Mrs. Celia McConnell	2,314
Ronan City	Lillian Flanagan	1,334
St. Ignatius City (Association)		....
Lewis & Clark County		
Helena Public	Roger E. Spillers	20,227
Lincoln Community (Association)	Mrs. Lillian Eaton	....
Liberty County		
Chester—Liberty County	Mrs. Lilly F. Eveland	2,624
Lincoln County—See Northwest Federation		
Madison County		
Sheridan Public (Association)	Mrs. Lois O. Ramer	....
Twin Bridges Public	Mrs. May Lunger	509
Virginia City-Thompson-Hickman County Free	Mrs. Florence Thomas	5,211
McCone County		
Circle—George McCone Memorial County	Mrs. Iona M. Stover	3,321
Meagher County		....
White Sulphur—Meagher County	Mrs. Helen Dreidlein	2,616
Mineral County		
Superior—Mineral County	Mrs. Georgia Dyer	3,037
Missoula County		....
Missoula Public & County	Evelyn Swant	44,663
Musselshell County		....
Roundup Public	Mrs. Opal Meyers	2,842
Park County		
Gardiner Community (Association)	Mrs. Irene Hoiland	....
Livingston Public	Mrs. Hazel Christiansen	8,229
Petroleum County		
Winnett Public	Mrs. Florence Kindt	894
Phillips County		
Malta—Phillips County	Mrs. Viola A. Bergan	6,027
Pondera County—See Great Falls Federation		
Powder River County		
Broadus—Powder River County	Mrs. Mary Watters	2,485
Powell County		
Deer Lodge—Wm. K. Kohrs Memorial	Mrs. Anabel M. MacPherson	4,681

* 1960 Census

** Source of Taxable Valuation of Area Taxed: "Tax Levies for Fiscal Year Beginning July 1, 1962-Ending June 30, 1963," Montana Taxpayers' Association

THE YEAR 1962-63—(Continued)

Taxable Valuation of Area Taxed**	MILL LEVY		TOTAL INCOME		Total Expended	Books Added	Total Books	Total Circulation	Per Capita Circulation	Hrs./ Wk.
	City	County	By Taxes	By Other						
6,000,000	2.66	....	18,435	....	17,802	1,333	17,997	65,449	6.09	39½
10,383,436	....	0.69	7,165	....	6,929	1,549	15,992	29,472	3.72	23
....	....	....	....	....	....	....	....	....	......	....
7,169,985	....	1.12	8,100	....	6,505	779	16,076	15,709	5.10	40
986,375	1.50	....	2,024	974	2,718	450	16,400	18,490	7.99	36
507,820	3.50	....	1,750	55	1,808	600	5,200	800	.59	12½
....	....	....	....	....	....	....	....	....	......	....
1,063,467	3.30	....	44,550	10,149	54,699	7,527	38,377	98,840	4.88	66
....	....	....	....	....	....	....	....	....	......	....
5,632,037	....	0.20	1,500	....	1,238	298	5,498	6,700	2.15	13
....	....	....	....	....	....	....	....	....	......	....
189,070	2.00	....	385	....	325	60	7,710	....	......	4
6,059,408	....	0.30	1,926	....	1,926	107	6,958	3,100	.59	14
4,267,977	....	1.00	4,268	592	4,860	300	11,618	15,679	4.72	18
....	....	App.	600	....	....	....	....	....	......	....
4,099,186	2.00	....	469	....	1,069	202	8,211	2,685	1.02	13
3,153,721	....	1.24	4,027	....	3,915	563	7,470	16,812	5.53	20
15,655,867	....	1.27	19,894	....	....	....	....	....	......	....
14,257,363	2.80	....	40,157	4,467	65,965	2,726	81,091	161,505	3.61	63
....	....	App.	250	....	....	....	....	....	......	....
1,102,253	1.90	....	2,367	543	3,160	574	8,670	14,343	5.01	7
....	....	....	....	....	....	....	....	....	......	....
4,942,551	3.34	....	16,508	1,000	17,230	1,422	16,422	64,239	7.85	35
1,682,129	....	0.50	820	133	933	304	2,373	2,652	2.96	8
7,907,422	....	0.76	5,600	....	5,424	568	12,558	27,074	4.49	30
3,508,153	....	0.23	1,000	685	1,346	232	4,632	5,765	2.31	9
1,635,452	3.50	....	5,841	124	5,408	295	13,000	14,212	3.03	33

(Blank spaces indicate incomplete information)

( ) Parentheses show that this figure is included elsewhere

PUBLIC LIBRARY STATISTICS COVERING

COUNTIES and LIBRARIES	LIBRARIAN	Population Taxed*
Prairie County		
Terry Public	Mrs. Mary E. Dunnam	2,318
Ravalli County		
Darby Public	Mrs. Shirley Thorn	398
Hamilton Public	Mrs. Ruth Flightner	2,475
Stevensville Public	Mrs. Nina Drew	784
Richland County		....
Sidney Public	Mrs. Shirley S. Jones	10,504
Roosevelt County		....
Wolf Point—Roosevelt County	Mrs. Berenice A. Hanson	11,731
Culbertson Public	Mrs. Kathryn Garbe	(919)
Froid Public	Mrs. Gladys Krohner	(418)
Poplar City	Mrs. Kate Hanson	(1,565)
Rosebud County		
Forsyth—Rosebud County	Mrs. Marian L. Larson	6,187
Sanders County		
Dixon Public (Association)	Mrs. Lew Ayers (Acting)	....
Plains Public	Mrs. Eva Goodrich	769
Thompson Falls Public	Mrs. Vera Kemmerer	1,274
Sheridan County		
Plentywood—Sheridan County Free	Mrs. Dorothy Anhalt	6,453
Silver Bow County		....
Butte Free Public	Joyce Bouchard	46,454
Stillwater County		
Columbus—Stillwater County	Mrs. Helen Prichard	5,526
Sweet Grass County		....
Big Timber Carnegie	Mrs. Tom McMahan	1,660
Teton County		
Choteau Public (Association)	Mrs. E. J. Crary	....
Fairfield Public	Mrs. Margaret Hedbloom	752
Toole County		
Shelby—Toole County	Mrs. Ray Kincheloe	7,904
Treasure County		
Hysham—Hysham Woman's Club (Association)	Mrs. George Stewart	....
Valley County		....
Glasgow—Carnegie City-County	Mrs. Marlys Wirtzberger	17,080
Wheatland County		
Harlowton Public	Georgia R. James	1,734
Wibaux County		
Wibaux Women's Club (Association)	Mrs. D. L. Collins	....
Yellowstone County		
Billings—Parmly Billings Memorial	Ann L. Whitmack	52,851
Laurel Public	Jo Ann Little	4,601

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* 1960 Census

** Source of Taxable Valuation of Area Taxed: "Tax Levies for Fiscal Year Beginning July 1, 1962-Ending June 30, 1963," Montana Taxpayers' Association

THE YEAR 1962-63—(Continued)

Taxable Valuation of Area Taxed**	MILL LEVY		TOTAL INCOME		Total Expended	Books Added	Total Books	Total Circulation	Per Capita Circulation	Hrs./Wk.
	City	County	By Taxes	By Other						
4,793,647	....	0.60	2,876	109	2,985	317	8,530	15,217	6.56	16
110,049	3.00	....	341	567	908	232	3,542	4,309	10.82	18
1,784,180	2.50	....	6,060	467	6,568	250	15,000	39,000	15.71	30
297,984	3.00	....	800	....	800	205	3,984	4,447	5.67	17
....	....	....	2,414	....	....	....	....	....	.....	....
9,549,257	3.00	0.26	6,998	517	8,326	475	10,426	34,755	3.31	30
....	....	....	....	....	(10,809)	....	....	(51,506)	.....	....
14,568,119	....	0.63	9,151	....	9,003	700	16,501	36,011	3.06	27½
404,208	1.50	....	400	....	400	....	....	8,279	.....	12
183,685	2.00	....	75	49	124	....	....	1,398	.....	10
599,055	2.00	....	1,282	....	1,282	....	....	5,818	.....	10
14,798,890	....	0.47	7,218	....	7,218	623	13,862	39,082	6.31	34
....	....	....	....	....	....	....	....	....	.....	....
397,932	3.50	....	1,232	270	1,400	370	5,843	8,358	10.85	8
490,744	3.00	....	1,495	202	1,697	221	3,942	9,251	7.82	10
8,159,915	....	0.75	6,521	....	6,521	240	9,240	11,440	1.75	42
32,366,849	....	0.35	10,000	....	....	....	....	....	.....	....
16,400,000	3.50	....	57,400	....	63,894	3.541	80,000	159,089	3.42	69
7,773,221	....	1.14	8,861	....	8,440	407	16,097	56,153	10.17	40
....	....	App.	987	....	....	....	....	....	.....	....
1,030,357	3.50	....	3,828	....	4,739	....	....	19,400	11.68	28
....	....	....	....	....	....	....	....	....	.....	....
488,104	....	App.	360	174	534	68	2,400	2,698	3.44	6
10,804,784	....	1.25	12,388	....	11,134	774	21,508	35.841	4.53	33
....	....	....	....	....	....	....	....	....	.....	....
11,999,459	....	0.75	8,500	....	....	....	....	....	.....	....
(3,178,473)	2.70	....	8,500	....	17,000	450	10,500	50,174	2.93	44
850,963	2.00	....	1,940	893	1,762	181	7,610	11,695	6.75	30
....	....	....	....	....	....	....	....	....	.....	....
43,306,808	2.46	....	118,826	....	118,826	3,739	87,254	331,774	6.27	66
1,980,246	3.50	....	6,558	....	5,797	591	26,076	26,047	5.67	24

(Blank spaces indicate incomplete information)

( ) Parentheses show that this figure is included elsewhere

PUBLIC LIBRARY STATISTICS COVERING

COUNTIES and LIBRARIES	LIBRARIAN	Population Taxed*
Great Falls Federation of Libraries—Totals		(81,071)
Cascade County		18,061
***Great Falls Public	Mrs. Alma Jacobs, Coordinator	55,357
Belt Public	Mrs. Violet McGee	(757)
Cascade—Wedsworth Memorial	Mrs. Joy Hamlett	(604)
Great Falls—Westside Branch	Mrs. Agnes A. Smith	....
Pondera County		7,652
Conrad Public	Mrs. Jane Holmes	(2,665)
Valier Public	Mrs. Margaret Holmes	(724)
Northwest Federation of Libraries—Totals		(45,502)
Lincoln County		
***Libby—Lincoln County Free	Mrs. Inez Herrig, Coordinator	12,537
Flathead County		
Kalispell—Carnegie City	Mrs. Jeane Sturdivant	10,151
Kalispell—Flathead County	Mrs. Mildred H. Grawe	19,849
Whitefish—Public	Mrs. Mable Engelter	2,965
Sagebrush Federation of Libraries—Totals		(34,012)
Custer County		13,227
***Miles City—Carnegie Public	Mrs. Clare M. Smith, Coordinator	(9,665)
Carter County		2,493
Bookmobile Service		....
Dawson County		12,314
Glendive Public	Mrs. Perl Coombs, Consultant	(7,058)
Fallon County		....
Baker—Fallon County Free	Mrs. Alice O. Newell	3,997
Garfield County		....
Jordan—Garfield County	Mrs. Doris M. Mart	1,981

* 1960 Census

** Source of Taxable Valuation of Area Taxed: "Tax Levies for Fiscal Year Beginning July 1, 1962-Ending June 30, 1963," Montana Taxpayers' Association

THE YEAR 1962-63—(Continued)

Taxable Valuation of Area Taxed**	MILL LEVY		TOTAL INCOME		Total Expended	Books Added	Total Books	Total Circulation	Per Capita Circulation	Hrs./Wk.
	City	County	By Taxes	By Other						
......	......	......	(194,511)		(194,511)	(8,817)	(135,890)	(584,413)	7.21	....
24,574,105	......	.98	(24,000)	......	......	......	......	......	......	....
39,502,035	3.45	......	174,326	10,010	184,336	7,613	126,549	536,198	"	72
......	App.	......	175	......	175	......	......	(5,732)	"	18
......	App.	......	1,000	......	1,000	......	......	(11,591)	"	14
......	......	......	......	......	......	......	......	(36,716)	"	....
11,791,150	1.00	......	(13,375)	......	(13,375)	......	......	......	......	....
(2,158,828)	2.75	......	8,800	......	8,800	949	7,844	48,215	"	39½
			(2,500)							
(476,897)	0.50	......	200	......	200	255	1,497	(11,233)	"	13
			(2,500)		(2,500)					
......	......	......	(70,324)		(70,118)	(4,367)	(117,598)	(485,445)	10.66	....
8,200,694	......	2.00	16,570	1,515	17,989	595	35,388	136,893	10.91	44
			(1,149)		(1,149)					
5,549,532	3.33	......	19,680	......	19,648	1,171	33,028	100,419	9.89	51
18,851,074	......	1.35	28,085	......	28,054	1,899	36,675	212,534	10.70	48
1,129,515	3.50	......	3,764	710	4,427	702	12,507	35,599	12.01	20
			(900)		(900)					
......	......	......	(59,956)		(57,642)	(3,786)	(61,334)	(251,865)	7.40	....
11,543,112	......	App.	(2,909)	......	......	......	......	......	......	....
......	3.00	......	28,987	2,181	29,303	1,919	36,953	130,567	9.87	41
......	......	......	(4,000)	......	(4,000)	......	......	12,645	5.08	....
......	......	......	......	......	......	......	......	......	......	....
13,775,200	......	.90	(13,000)	......	(13,000)	......	......	......	......	....
3,866,741	2.00	......	20,744	......	20,744	1,342	17,428	64,480	5.24	47
......	......	.62	(10,370)	......	(4,000)	......	......	......	......	....
15,785,373	......	......	6,370	......	5,910	412	4,412	31,838	7.96	30
......	......	......	(3,185)	......	(1,500)	......	......	......	......	....
2,999,216	1.00	......	1,685	......	1,685	113	2,541	12,335	6.22	20

*** Federation Center

(Blank spaces indicate incomplete information)

( ) Parentheses show that this figure is included elsewhere

MONTANA PUBLIC SCHOOL LIBRARY DATA

To be included in this tabulation, a school district must employ a librarian at least half time. Where this criterion is met by a high school district and, separately, by an elementary school district, both of which are served by one superintendent of schools (e.g. Great Falls), the units are combined, for tabulation purposes, and the data presented are for the two districts under the one superintendent. This combination of data is made necessary by the fact that junior high schools in such situations are financed partly by the elementary district and partly by the high school district, and accounting and reporting procedures do not permit separation of junior high school library data into elementary and high school components.

Source of Data: October 1, 1962 Accreditation Report (by District Officials) 1962-63 Financial Report (by District and County Officials)

1962-63 MONTANA PUBLIC

COUNTY and SCHOOL DISTRICT	Enrollment	Level Code*	Full-Time Librarians
Beaverhead County			
Dillon—Beaverhead County High School	444	2	1
Big Horn County			
Hardin	695	3	1
Lodge Grass	473	5	1
Blaine County			
Chinook	265	2	....
Harlem	174	2	....
Hogeland	23	2	....
Broadwater County			
Townsend—Broadwater County High School	209	2	....
Carbon County			
Red Lodge	226	2	....
Bridger	102	2	....
Cascade County			
Great Falls	15,087	4	9
Cascade	130	2	....
Belt	137	2	....
Simms	157	2	....
Chouteau County			
Fort Benton	150	2	....
Custer County			
Miles City—Custer County High School	695	2	1
Dawson County			
Glendive—Dawson County High School	2,364	3	2
Deer Lodge County			
Anaconda	2,401	4	2
Fallon County			
Baker	282	2	....
Fergus County			
Lewistown—Fergus County High School	667	2	1
Flathead County			
Kalispell—Flathead County High School	1,522	2	1
Columbia Falls	413	2	....
Whitefish	404	2	....
Gallatin County			
Bozeman	3,173	4	2
Belgrade	138	2	....
Glacier County			
Browning	248	2	....
Cut Bank	431	2	....
Granite County			
Philipsburg—Granite County High School	122	2	....
Hill County			
Havre	2,986	5	2

* Level Code: 1 Elementary only
2 Secondary only
3 Secondary with Junior High School
4 Elementary, Secondary and Junior High School
5 Elementary and Secondary (no Junior High School)

SCHOOL LIBRARY DATA

F.T.E.** All Library Employees	No. of Volumes	No. of Titles	No. of Periodicals	Salaries	YEAR-END REPORTED EXPENDITURES		
					Books & Periodicals	Other	Total
1.00	3,000	2,500	40	$ 503	$ 865	$	$ 1,368
2.00	4,907	4,444	46	6,360	1,718	140	8,218
1.00	4,000	3,700	19	5,028	1,072	120	6,220
.50	3,268	3,114	34	2,844	1,040	....	3,884
.50	2,119	2,087	26	1,318	1,856	198	3,372
.50	1,961	1,949	25	....	390	....	390
.50	....	....	19	....	757	115	872
.50	2,254	1,982	30	....	534	....	534
1.00	2,315	1,974	19	1,640	449	62	2,151
9.70	96,680	86,346	798	100,631	96,811	12,993	210,435
.50	1,423	1,350	38	....	1,141	....	1,141
.50	2,000	1,700	18	....	2,437	....	2,437
.80	1,424	1,247	18	....	2,315	....	2,315
.50	1,434	1,371	32	3,567	769	143	4,479
1.00	5,476	5,249	64	5,810	1,872	235	7,917
2.00	21,020	17,710	83	13,801	7,335	487	21,623
2.00	16,056	16,375	120	13,542	6,592	1,535	21,669
.70	2,867	2,748	37	....	50	54	104
1.00	4,575	3,677	54	5,521	1,259	88	6,868
1.00	8,699	6,100	71	6,772	2,136	30	8,938
.50	3,238	3,126	20	3,187	1,295	62	4,544
.70	3,142	2,484	35	3,237	957	....	4,194
2.30	38,043	36,486	121	14,750	5,230	1,092	21,072
.50	1,800	1,500	24	2,400	636	89	3,125
.50	4,600	4,176	34	....	378	195	573
.60	4,000	5,000	45	2,318	2,226	403	4,947
.60	4,000	3,965	13	....	456	....	456
2.30	24,960	23,036	107	7,425	9,055	649	17,129

** All Library Employees—Full-time equivalent of part-time library employees, to second decimal place.

Enrollment is as of October 1, 1962

1962-63 MONTANA PUBLIC SCHOOL

COUNTY and SCHOOL DISTRICT	Enrollment	Level Code*	Full-Time Librarians
Jefferson County			
Whitehall	178	2	....
Lake County			
Polson	341	2	....
Ronan	1,814	5	....
Lewis & Clark County			
Helena	4,654	4	2
Lincoln County			
Troy	517	2	1
Libby	874	3	1
Madison County			
Twin Bridges	116	2	....
Ennis	69	2	....
Meagher County			
White Sulphur Springs	155	2	....
Mineral County			
Superior	360	5	1
Missoula County			
Missoula	5,237	1	1
Missoula—Missoula County High School	2,659	2	2
Park County			
Livingston—Park County High School	689	2	1
Gardiner	81	2	....
Phillips County			
Saco	50	2	....
Malta	280	2	....
Pondera County			
Conrad	329	2	....
Powell County			
Deer Lodge—Powell County High School	428	2	....
Prairie County			
Terry	168	2	....
Ravalli County			
Stevensville	512	5	1
Hamilton	399	2	....
Richland County			
Sidney	777	3	2
Fairview	214	2	....
Roosevelt County			
Poplar	183	2	....
Wolf Point	381	2	1
Froid	59	2	....
Rosebud County			
Forsyth	491	5	1

* Level Code: 1 Elementary only
2 Secondary only
3 Secondary with Junior High School
4 Elementary, Secondary and Junior High School
5 Elementary and Secondary (no Junior High School)

LIBRARY DATA—(Continued)

F.T.E.** All Library Employees	No. of Volumes	No. of Titles	No. of Periodicals	Salaries	YEAR-END REPORTED EXPENDITURES		Total
					Books & Periodicals	Other	
.60	3,449	3,365	41	$ 2,305	$ 758	$	$ 3,063
.90	3,335	3,125	32	3,507	909	....	4,416
1.70	20,092	18,937	111	8,934	5,434	393	14,761
2.60	24,068	16,367	117	14,858	9,724	1,488	26,070
1.00	2,228	2,328	32	2,435	587	30	3,052
1.70	5,600	5,410	73	7,230	3,683	564	11,477
.50	1,950	1,500	47	1,693	294	75	2,062
.50	2,490	2,385	24	300	781	388	1,469
.60	3,611	3,082	28	3,000	599	....	3,599
1.00	3,057	2,838	22	....	878	236	1,114
1.00	22,461	21,516	123	....	12,363	....	12,363
2.00	9,379	8,407	64	13,934	7,305	1,393	22,632
1.00	4,500	4,682	36	5,481	1,369	....	6,850
.50	3,000	2,980	20	....	....	....	....
.50	1,688	1,588	23	....	601	....	601
.70	4,609	4,510	31	3,860	509	36	4,405
.90	5,433	5,335	44	2,616	927	152	3,695
.60	3,995	3,815	41	3,725	446	404	4,575
.60	1,482	1,227	19	2,288	479	81	2,848
1.00	9,242	9,042	47	5,099	1,314	266	6,679
.50	3,360	3,200	32	2,550	1,212	147	3,909
2.00	4,265	4,046	70	7,938	2,417	195	10,550
.90	4,227	3,864	57	1,863	1,713	410	3,986
1.40	2,470	2,350	30	5,785	852	334	6,971
1.00	4,300	3,500	37	3,397	1,421	387	5,205
.70	....	....	....	1,331	541	52	1,924
1.00	3,633	3,293	33	....	1,247	96	1,343

** All Library Employees—Full-time equivalent of part-time library employees, to second decimal place.

Enrollment is as of October 1, 1962

COUNTY and SCHOOL DISTRICT	Enroll-ment	Level Code*	Full-Time Librarians
Sanders County			
Thompson Falls	153	2	....
Sheridan County			
Westby	82	2	....
Medicine Lake	122	2	....
Plentywood	187	2	....
Silver Bow County			
Butte	4,318	3	2
Stillwater County			
Columbus	150	2	....
Sweet Grass County			
Big Timber—Sweet Grass County High School	237	2	....
Teton County			
Choteau	250	2	....
Fairfield	196	2	....
Toole County			
Shelby	349	2	....
Valley County			
Glasgow	810	2	1
Wheatland County			
Harlowton	180	2	....
Judith Gap	32	1	....
Yellowstone County			
Billings	6,238	3	5
Laurel	506	2	1
Custer	145	5	....

* Level Code: 1 Elementary only
2 Secondary only
3 Secondary with Junior High School
4 Elementary, Secondary and Junior High School
5 Elementary and Secondary (no Junior High School)

LIBRARY DATA—(Continued)

F.T.E.** All Library Employees	No. of Volumes	No. of Titles	No. of Periodicals	Salaries	YEAR-END REPORTED EXPENDITURES		Total
					Books & Periodicals	Other	
.60	4,132	3,269	31	$ 1,507	$ 302	$ 128	$ 1,937
.60	1,310	1,178	20	1,953	413	149	2,515
.50	3,165	3,100	34	1,652	746	115	2,513
.70	2,720	2,450	33	....	750	....	750
2.00	4,645	11,460	86	9,490	5,615	....	15,105
.50	1,750	1,600	20	....	294	32	326
.50	1,553	1,356	32	3,100	600	50	3,750
.60	2,571	2,496	27	2,175	691	48	2,914
.50	2,181	1,976	36	....	700	15	715
.60	7,300	6,300	20	2,725	1,185	89	3,999
2.00	5,900	4,700	40	9,652	3,539	235	13,426
.50	2,525	2,375	40	....	1,084	....	1,084
.50	2,041	2,030	18	....	427	....	427
5.00	43,042	36,496	330	41,977	34,720	....	76,697
1.00	3,876	3,659	55	6,325	1,093	....	7,418
.50	2,819	2,700	16	3,008	932	286	4,226

** All Library Employees—Full-time equivalent of part-time library employees, to second decimal place.

Enrollment is as of October 1, 1962

STATE and INSTITUTION	Control And Type of Institution	ENROLLMENT DATA Number of Students (Including Terminal-Occupational)	Percent Graduate Students
1	2**	3	4***
Carroll College	....	853	....
College of Great Falls	2-LA	911	....
Custer County Jr. College[1]	1-JC	109	....
Dawson County Jr. College	1-JC	70	....
Eastern Montana College of Education	1-TEA	1,814	B
Montana School of Mines	1-TEC	412	B
Montana State College	1-U	4,635	B
Montana State University	1-U	4,380	C
Northern Montana College	1-TEA	790	....
Rocky Mountain College	2-LA	407	....
Western Montana College of Education	1-TEA	616	B

[1] Custer Junior College contracts with Carnegie Public Library for services.

[2] Estimated.

* Blank space indicates incomplete information.

** The number indicates whether the institution publicly or privately controlled: 1, Public; 2, Private. The abbreviations indicate type or class of academic institution: Liberal Arts; Junior Colleges; Teachers Colleges; Technological Schools; Universities.

*** The following code has been used to show the percentage of total enrollment classed as graduate students: A (not shown on table), zero; B, 1-9 percent; C, 10-24 percent.

COLLEGE AND

LIBRARY COLLECTION			XPENDITURES IN DOLLARS				
Number of Volumes At End of Year	Number of Volumes Added During Year	Numb Perio Rece	Books And Other Library Materials	Binding	Other (Excluding Capital Outlay)	Per Student Expenditure (Col. 13 ÷ Col. 3)	Total Op. Expended (Col. 13) As A % of Total Expended For Education and General Purpose
5	6		16	17	18	19	20
....	....	...	....	....	....	....	....
31,722	2,146	48	$ 6,742	$ 62	$ 19	$ 30	5.3
36,953	1,919	00	5,000	300	....	186	....
939	262	...	206	....	....	890	....
51,898	7,450	00	49,450	1,250	4,710	50	6.8
30,172	575	95	4,545	407	630	45	2.7
170,000	8,115	00	62,700	8,000	6,170	46	2.4
271,845	14,432	75	93,025	11,046	10,312	58	5.6
28,304	772	53	4,914	613	1,028	915	....
31,260	4,260	50	13,664	1,051	385	768	....
27,737	1,281	99	6,446	385	222	30	4.0

COLLEGE AND UNIVERSITY LIBRARY STATISTICS, 1962-63*

LIBRARY COLLECTION			Total Number of Inter-Library Loan Trans-actions	PERSONNEL IN TERMS OF FULL-TIME EQUIVALENTS		Number of Hours of Student Assistance	Average Hourly Wage Rate For Student Assistance	OPERATING EXPENDITURES IN DOLLARS						Per Student Expenditure (Col. 13 ÷ Col. 3)	Total Op. Expended (Col. 13) As A % of Total Expended For Education and General Purpose
Number of Volumes At End of Year	Number of Volumes Added During Year	Number of Periodicals Received		Professional	Non-Professional			Total	Salaries	Wages	Books And Other Library Materials	Binding	Other (Excluding Capital Outlay)		
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
....	....	....	....	....	....	....	....	....	....	....			....	....	....
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51,898	7,450	508	43	4.0	1.5	7,500	1.00	90,810	27,900	7,500	49,450	1,250	4,710	50	6.8
30,172	575	368	....	1.0	.5	1,038	....	18,447	11,270	1,595	4,545	407	630	45	2.7
170,000	8,115	3,314	833	12.0	16.0	5,125	.90	211,520	117,050	17,600	62,700	8,000	6,170	46	2.4
271,845	14,432	5,226	1,396	18.0	10.5	17,669	1.00	253,649	122,591	16,675	93,025	11,046	10,312	58	5.6
28,304	772	243	20	1.0	....	3,675	1.00	722,891	9,500	3,653	4,914	613	1,028	915	....
31,260	4,260	194	54	2.75	1.0	2,978	1.25	312,877	17,544	3,950	13,664	1,051	385	768	....
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Montana Libraries

Vol. XVII April, 1964 No. 3

IN MONTANA

happiness is a Library Card

McKEE PRINT

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Little Sally Brown of PEANUTS will grace the cover of thousands of brochures which will be sent out during National Library Week in Montana. Mr. Charles Schulz has given gracious permission for her use. De Lynn Colvert of Missoula is the young artist who prepared the drawings for the cover and the brochure.

* * *

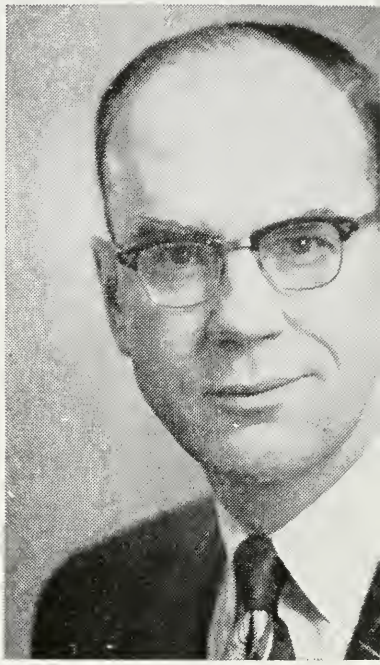
State Library Commission:
Mr. William L. Baillie
Miss Kathleen Campbell, Chairman
Mrs. Walter Houchen
Miss Harriet Miller
Mrs. A. O. Pemberton

MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian; Mrs. Barbara J. Houghton, Assistant Librarian.

This Is The Week That IS! National Library Week,

APRIL 12-18, 1964

by Randall Swanberg
State Chairman for National Library Week



Reports and evidence more substantial than rumor are circulating that the 8th annual observance of National Library Week in Montana is going to be a banner one. Since its inception in 1958 this voluntary citizen's movement has dedicated itself to a long-range goal of encouraging lifetime reading habits, increasing everyone's use of libraries, and improving the total reading and library resources of our state and nation.

As State Chairman for NLW for the second year, I was more aware than ever of the enterprising preparations for the Week of April 12-18, 1964. With the help of state committee member, Mrs. P. B. Banister and the Montana Bankers Association Secretary, Mr. R. C. Wallace, many banks throughout the state generously purchased and inserted National Library Week bookmarks in your March bank statements. The state-wide Jingle contest was a tremendous success with hundreds of entries in all three categories: grade school, high school and adult. The TV slide proclaiming "In Montana, Happiness is a Library Card" will be flashed across the screens and into many Montana homes. We are grateful to the many organizations who helped to distribute the colorful brochure which factually described Montana's library picture so uniquely. Plaudits go also to the Toastmasters groups who will help to publicize the abundance of knowledge awaiting you when you visit your library. However, the heart, soul and inspiration for any celebration of the Week lies with the valiant local NLW committees and clubs who rally with creative ideas and spontaneity to make each observance an outstanding success.

This year's theme "READING IS THE KEY" should probably be expanded to "READING IS THE KEY TO OPPORTUNITY" for with this slogan in mind we can attack our problems of illiteracy and begin to emphasize the continuing and urgent need for better libraries which can provide both young and old alike immeasurable pleasure and pathways to learning.

COME TO BILLINGS!

How can we improve library services to students? This is the topic of a wonderful program for the Montana Library Association in Billings, May 1st and 2nd and every one of us in public, school, college and university of special libraries will have a part in the discussion. Two good friends will be with us to help: Ruth Warncke, Assistant Professor, School of Library Science, Western Reserve University, will plan and direct the program with the assistance of Eleanor Ferguson, Executive Secretary of the Public Library Association and the Association of State Libraries, ALA, who will give the opening address and take part in the panel discussion that follows. Board members of both libraries and schools will join with librarians on the panel.

I had the good fortune to attend the national ALA last July in Chicago, when thousands of librarians in the nation met at the Conference within a Conference to discuss this same topic. We learned that our problems in Montana are shared in every state and we spent many hours together studying ways and means to meet the challenge. We will pattern our program after this stimulating conference and work together to apply the study to our needs in Montana. There is no doubt but that the discussion will be lively and of tremendous interest and that the results will be far-reaching and significant to us all in our abiding concern for good library development.

On Saturday, Mrs. Margaret Edwards, Coordinator of the Young Adult Program of the Enoch Pratt Free Library in Baltimore, will present a full day workshop on "Library Service to Young People." Mrs. Edwards has broad experience and is known for her imaginative and effective work in her field and we are most fortunate to have her.

William L. Baillie, past State Chairman of National Library Week and presently a valued member of the Montana Library Commission will be our banquet speaker on Saturday. Mrs. Pemberton, newly appointed member of the State Library Commission from Broadus has suggested that we observe the Centennial year by dressing in our Centennial dresses for the banquet. I think this is a marvelous idea. Let us by all means do this!

On Thursday evening prior to the conference, we will be entertained with a coffee hour in the Children's Room of the Billings Public

Miss Eleanor Ferguson representing the American Library Association will give the opening address at the Conference. Mr. William Baillie will speak at the Saturday night banquet.

Library. We always enjoy this social time and I sincerely hope you make your plans to come early.

Let us gather together and work together as we have done so effectively in the past. As your President I will feel an immense satisfaction if my year can culminate in a conference that will point the way to exciting new ways of cooperation. By working together, all good things are possible. Come to Billings and let us make big plans for a glorious future!

—NATALIE SLIEPCEVICH, President
Montana Library Association

* * * * * *

A New Federation of Libraries

Sixty-two interested people from Helena and other communities in Lewis and Clark, Beaverhead, Broadwater, Jefferson and Madison counties met in Helena on February 15th to learn about the possibilities of a demonstration of library service under the Library Service Act. The Helena Public Library would be the Center with Librarian Roger Spillers the Coordinator. Bookmobile service, centralized processing, shared books and an in-service training program would be provided for the libraries and residents of the system. The new federation would include 47,512 people and cover an area of 15,401 square miles.

Interest is high and the hope is that the demonstration can start in July, 1964. "The Big Sky" was suggested as the name for the new system.

Message To School Librarians

From Mrs. Richard Stevens, Chairman MSLA Division of MLA

Don't be a MISSING PERSON! When the Montana Library Association meets in Billings, May 1-2, you, as a venturesome school librarian, will want to have a front row seat.

You will not want to miss the answers to some of your pressing questions. You will not want to miss what is happening all over the nation as libraries upgrade and clarify their services to students. Montana school libraries have also taken some giant strides in the last few years. Many more elementary schools have centralized libraries; more school libraries are good or greatly improved. There is continuing emphasis on better professional background for the librarian. Montana has welcomed Mr. William Rossiter as state supervisor in the field of school libraries. The development of excellent library sectionals in all M.E.A. districts has pointed up the recognition that a school library is an essential part of the student's way of reason. Among long strides taken by other librarians may be a step that you too can take. Solutions to problems of one library may provide a key to the solution of yours. You will have a chance to see what the nation is doing, if you are NOT a missing person!

You, as a school librarian or teacher-librarian, may not realize that the Montana Library Association is the means through which all librarians can keep in touch with the many faceted library growth. With Service to Students as the focus of the 1964 conference in Billings, no school librarian can afford to be among the missing! School librarians have asked a multitude of questions, as school libraries began to take their important place in school programming: "What do we offer the gifted? Is our service to students in keeping with the times? What is the role of the school as compared to that of the public library? How can libraries of many kinds become a real team? Is the school library fulfilling one of its major functions—preparation of the school child for full use of his college library and lifelong use of his public library?" The conference may offer you the suggestions you seek toward provision of a richer and more imaginative library program in your school.

I shall look forward to seeing you in May, at the Montana School Library Association business meeting, at which we will elect officers and consider our future. For, as you know, the school librarian must be a contemporary librarian, aware of trends and curious about the exciting adventures in the world of books and educational materials. Be sure that YOU are in Billings this spring. MLA promises (cross its heart and hope to die) that you will leave the conference a librarian who is not out-dated but elated!

* * * * * *

VELMA PEMBERTON APPOINTED

We wish to extend a most cordial welcome to Mrs. A. O. Pemberton of Broadus who is our newest member of the State Library Commission. Mrs. Pemberton replaces Mrs. Joe C. King, III, who was appointed to the State Board of Education in January.

The State Library Commission is extremely fortunate in the appointment of Mrs. Pemberton for she comes to us with a prodigious background as a teacher of English in both North Dakota and Montana. Velma received her Bachelor of Science degree at the University of North Dakota and after teaching four years in that state was lured to Montana where she secured a position in the Broadus High School. Then came marriage to a Broadus rancher and banker and some subsequent teaching in the Billings Senior High School and the Custer County High School in Miles City. Her daughter follows her mother's example and is presently teaching English in the Great Falls High School.

Her activities have been many and varied and significantly to us, she has been a member of the Powder River County Library Board for many years. She has served as a Past Matron of Margaret Trautman Chapter No. 108, O.E.S., and as an educational counselor at Montana Girls' State. Velma calls herself an "adopted Montanan" and firmly believes, "that we should do our best to serve the youth of our nation in every way possible, and what better way than to offer them the opportunity for good reading?" With this philosophy, she will be perfectly at home as a member of the Commission, for our abiding purpose and goal is BOOKS FOR ALL.

* * *

Books are not men and yet they are alive,
They are men's memory and his aspiration.
The link between his present and his past,
The tools he builds with.—Stephen Vincent Benet

Libraries And The Centennial Year
or
What's In Your Attic?

by Mrs. Jean Davis*

One hundred years ago Montana celebrated its independence from, first, Dakota Territory, then, Idaho Territory, but, even before this memorable achievement, the need for books had been felt by two of the area's leading citizens, James and Granville Stuart. So eager were they to read something other than their worn almanac that they saddled their horses and rode a hundred and fifty miles to investigate the report that someone possessed a trunkful of books. On arriving at their destination, they purchased five of the books for five dollars each and triumphantly returned home with such classics as the Bible in French, Smith's **Wealth of Nations**, and Headley's **Napoleon and his Marshalls.**

A hundred years later Montana citizens throughout the state are seeking material that will help to re-live the past. In most cases they turn conveniently to a nearby library where they gratefully find that some dedicated librarian has collected and organized information pertaining to the state or the community.

Of these libraries, the Historical Society Library is by far the most complete. All available books dealing with Montana's history have been collected there; early newspapers have been secured either in the original or on microfilm, diaries and letters revealing life in the "old days" have been deposited for safe-keeping, and banks of files hold a photographic record of the early life of the state when "treasure" was synonymous with "Montana". All this material has been carefully indexed and catalogued so that maximum access to the information is possible, and photocopies of material are supplied at a nominal cost if the researcher cannot visit the library.

University and college libraries of the state have special collections of Montana material for those who cannot go to Helena; public libraries, both large and small, have collections pertaining to their particular areas. Thus, in a complex of libraries are available the regional and state records of the past.

It is fitting that in this centennial year the College and University Division of the Montana Library Association is promoting the further collection and protection of all material—diaries, letters, photographs—that will enrich the existing resources relating to Montana's vigorous and colorful past. Anyone having knowledge of such materials in the hands of private owners would do future researchers an inestimable

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*Mrs. Davis is Librarian at Eastern Montana College of Education in Billings and author of "Shallow Diggin's" published in 1962.

Dale Hawkins, Billings, member of the Centennial Committee, examines De Lacy's map of Montana Territory from the Eastern Montana College Library collection.
(Photo by Dennis Calkin)

service if he would report the location to a member of the College and University Division. He would also be aiding in the preservation of the material since the owner often does not realize the historical value of what he has; often such items are considered merely family mementos that are tucked away in an old Bible, a spare drawer or an unused trunk. If flood or fire threaten, they are the last to be remembered and saved—or lost. The person who has been keeping them may die, and heirs, attaching no importance to them, may dump them in the trash can. Only by the most benevolent fortune did the journals of John Owen, termed "the most important single possession of its (Montana's) Historical Library," survive time, tornadoes and rats in the loft of the fort barn!

So, what's in your attic? There you may find an essential link in a previously broken chain of information. What really happened to Governor Meagher? Who is to blame for the crosses on the banks of the Little Big Horn?

* * *

At the military posts on the Montana frontier certain sums were set aside for the purchase of books, magazines and newspapers. The Fort Shaw library of 1877 had 280 books ranging in interest from military treatises to **Twenty Thousand Leagues under the Sea, Mill on the Floss, Demosthenes, and Virgil.**

Library Services For Young Adults

JEAN CRABTREE

MRS. ALMA JACOBS

A two-week workshop on "Library Services for Young Adults" will be held at Montana State University, Missoula, during July 20-July 31, 1964. Librarians, teachers, school administrators, and all who work in the field of education will find this three-credit course most valuable and rewarding. We urge librarians from every type of library: public, school, or college and university to avail themselves of the opportunity to learn from the two outstanding librarians who will conduct the workshop.

Miss Jean Elizabeth Crabtree, Head School Librarian from Garden City Senior High School in New York and Mrs. Alma S. Jacobs, Librarian of the Great Falls Public Library will be the instructors. Miss Crabtree was granted her B.A. from the University of North Dakota and her B.S. in Library Science from Columbia University. She has been English teacher-Librarian in Park River, North Dakota and Manitowoc, Wisconsin; Instructor at St. John's University in Brooklyn; visiting Lecturer, University of Southern California; and Expert-Consultant for the Library Services Branch in Washington, D. C. Her experience in the field of young adult library service is broad and varied. Montana is fortunate to have the benefit of Jean's warm personality and fine abilities.

Mrs. Jacobs also received her B.S. in L.S. at Columbia University and was given an honorary Doctorate of Letters from Montana State College in Bozeman in 1962. She is without peer in the realm of children's story-telling. A former member of the American Library Association Council, she was recently the first Montanan to be elected to the ALA Executive Board. A course taught by these two distinguished experts will be one no one should miss.

Tuition and registration charge for the workshop is $34.00 and the three credits are given at graduate and under-graduate level. Further inquiries should be made to Mr. Lawrence Hodges, Assistant Professor, Library Education, Montana State University, Missoula, 59801. Professor Hodges is Director for the session. Admission forms and the Summer Session Bulletin may be obtained from the Montana State University Registrar.

* * * * * *

BETTER LIBRARIES, A MUST

by H. C. Watts, Jr.*

The need for better libraries throughout the country is obvious because the interest in education has grown by leaps and bounds. Greater access to books is needed if our young people are to develop individual initiative.

It is basic and most logical that school libraries should be as strong as possible in order that students can quickly get at their research assignments.

If school libraries do not have the required material, then public libraries should be in a position to supply the desired information. In the event that they do not have the necessary books, college libraries and state libraries should be well equipped to provide what is needed.

The use of libraries is increasing yearly not only because of the burgeoning school population but the interest which teachers have stimulated among their students in pointing out that books are their learned friends.

When the writer was a university student, he strongly suspected that much of the library reading room was being utilized as a trysting place. There was whispering and note passing and of course boys ogling the passing girls. We suppose slightly more than 50 percent of the reading room crowd got books from the stacks and learned something but that still left 50 percent, or too many, surreptitiously planning extracurricular events including a date to the hop on Saturday.

We are willing to mellow with the times and admit that more people than ever are reading to get something from books and that's the way it should be. Routine information for students should be available in school libraries and public librarians who are overloaded as it is

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*An editorial from the HAVRE DAILY NEWS of December 10, 1963 by Editor Watts. Mr. Watts is also a member of the Board of Trustees of the Havre Public Library.

(Continued on Next Page)

BETTER LIBRARIES, A MUST—

(Continued from Preceding Page)

should not be required to spend so much time on getting the information that students can get during the school day. This means that our school libraries on all levels should be as fundamentally complete as possible and what they lack, the public libraries and college libraries should stand ready to supply.

You can do a lot of things with money and it never ceases to amaze us how many people talk about education but never seem to associate a library with it when it comes to increasing library funds. For one thing, more books are needed. Book budgets seem never to be adequate to meet new needs.

More money is needed for higher staff salaries in all libraries. There is a steady increase in the minimum. The professional librarian can render the library patron a great service.

Increased funds are needed for the expansion of physical plants. Greater reading or book storage space is needed.

As more people use the libraries, it is necessary that more special interest books are needed. Such groups as retired people wish to read certain types of books which keep up their interest in life and maintain their mental alertness.

An effort is being made in a bill in Congress to provide more support for public libraries. Because this measure which would allocate $25 million for general federal aid and $20 million for library construction, is tied in with the controversial education bill, the way for library funds will not be easy.

Municipal officials must be made aware of the value of a good library to the community. Just a library isn't enough.

It has been conclusively proven that those cities and towns with better than adequate libraries are advanced in cultural interest and in general progress. An informed public backing up its daily knowledge received through the press, radio and television, with the wealth of material which is available to a few libraries with generous allocations, is a public which acts intelligently on all questions requiring background study. That's something to think about.

* * *

> The hunger for reading is bred deep in us all . . .
> It provides the satisfaction of mature living which can
> be matched by no other experience. Reading is absorbing,
> it is exciting, it is vital. In short, there are hidden riches
> waiting for everyone who responds to the message:
> READING IS THE KEY!

The Library Services and Construction Act

President Johnson signed the Library Services and Construction Act on Tuesday, February 11, 1964, in the White House Cabinet Room. Dignitaries, Librarians and representatives from the U. S. Department of Health, Education and Welfare were present to witness the signing and to hear President Johnson's stirring statement:

> "We are proud and delighted to have this distinguished company with us this morning in the White House. There are few Acts of Congress which I sign with more pleasure, and certainly none with more hope than this new Library Services and Construction Act.
>
> "A true university," observed Carlyle, "is a collection of books." This wise Englishman never wrote a truer statement. Anything we can do to enlarge the number and the quality of libraries is, I think, an act of national achievement.
>
> Good public libraries must be placed within the reach of all of our people. Libraries are not just for the young and the curious about an exciting world. They are not just for our youth preparing for their careers. They are not just for busy people looking for information to do their jobs. Libraries are for everyone and therein lies their real value.
>
> This Act importantly expands a program which helps make library services available to 38 million Americans in rural areas—38 million. It authorizes efforts to strengthen inadequate urban libraries. This Act authorizes for the first time grants for the construction and renovation of library buildings.
>
> Chances are that the public libraries are among the oldest buildings in any community. Only four percent of our public libraries have been built since 1940. Many of them were built through the wise generosity of Andrew Carnegie 40 years ago.
>
> This Nation needs a larger and more diversified collection of books. We need better housing for these books. We sorely need libraries closer to the people, whether through more centrally located libraries or through bookmobiles and branch locations. The central fact of our times is this: Books and ideas are the most effective weapons aginst intolerance and ignorance.
>
> A sensitive Frenchman once said that mediocre minds generally condemn anything that passes their understanding. Mediocre minds cannot survive in a modern world, but enlightened minds can survive.

(Continued on Page 18)

Students Don't Learn When Others Do Their Work

by Sydney J. Harris*

Each month, this column receives dozens of letters from pupils in various grades requesting information. Most of them want me, in effect, to do their work for them. They seem not to realize (or care) that this is not only an imposition on my time, but also a disservice to their own education and training.

Not long ago, Prof. Max Marshall, chairman of the Department of Microbiology at the University of California Medical Center, replied to such a letter. It is a model reply, which was printed in the Peabody Journal of Education and which I think, deserves wider circulation:

"Dear Virginia," he replied to the student, "you ask me for 'any information you might have on bacteria harmful to man.' Since I have spent my life on this subject, and so did my father before me . . . I cannot send you all the information I have without sending you my library and writing a book for you.

"The best I can do is send you a book, under separate cover, which you can put in your library when you are through with it. I am also sending you an article I wrote about this kind of question, which I hope you will give to your teacher. Possibly he or she will not like it, so tell him or her that you are not to blame.

"You see, your teachers are trying to stir up in you an interest in what goes on about you, but teachers have fallen into bad ways in some of the things they do. If they told you how to use a library or helped you find a book and read it, then you would be growing with your learning.

"But when they get you to ask someone to do your work for you, then they are robbing you of a chance to do your own discovering by thinking, by searching, and by studying. They are teaching you to depend on others when you are just learning to depend on yourself. If this goes on, you will become not only dependent on someone else all the time, which is no fun and is not necessary, but you will also find yourself believing everything you are told, and what you are told will not always be as good as something you thought out for yourself. . .

"I am trying to help you with your project, but help a little more than that. My students are mostly 24 years old, and I get not only letters like yours, but I see what happens when students subjected to this sort of thing try to do advanced work. Some of them still think that, if they telephone to someone and ask a question, they have performed a great mental task. You be the one to whom they telephone, not the one who does the telephoning."

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*Reprinted by permission of Sydney J. Harris and Publishers Newspaper Syndicate. This feature appeared in the MISSOULIAN for January 26, 1964.

Thank you, Prof. Marshall, for trying to stop the spread of the bacteria of mental laziness, which are most harmful of all to man.

* * * * * *

Library Development Committee

The Library Development Committee of the Montana Library Association met in Billings, February 3rd. Mrs. Alma Jacobs, Chairman, presiding at the full day meeting of the Committee, which has been expanded to include librarians of all types of libraries.

Mrs. Jacobs reviewed past year accomplishments:

Interim Standards for Small Public Libraries; Guidelines toward the goals of Public Library Service were presented to the membership of the Montana Library Association and were officially adopted as state standards at the conference in Great Falls on May 11, 1963.

The **Self Survey for public libraries** was undertaken by the Trustees and Friends Division of the Montana Library Association and brought to a successful conclusion. Findings and recommendations will be presented to the Association by Mrs. Leo Graybill, Chairman, and the members of the Survey Committee in May at the Billings conference.

Approval of Montana's Plan under the Library Services Act for library development was reaffirmed at the 1963 meeting.

The Committee appointed to study a plan for state aid is continuing its study. A report from the Committee is included on the agenda.

The Committee will have as its primary purpose the writing of a plan for developing the total subject and reference resources of all types of library service in the state.

Recommendations for action will be presented to the Montana Library Association in Billings May 1-2, 1964: a change in Montana library laws to increase the present permissive levy for both city and county libraries and for the addition of a provision under the law for library boards for county library systems. Other recommendations may be forthcoming from the next meeting which will be prior to the state conference.

The sub-committee on Library Education, on a study for a plan for state aid and on a self survey of library resources will report at the next committee meeting.

Standards for Library Functions at the State level were studied and will be considered in greater depth in future meetings. Recommendations will be forthcoming to the Montana Library Association for action that will implement these Standards.

Montana Libraries and

The new Library at Thompson Falls, Montana represents a dream come true for a group of citizens who have nursed the Library Image for many years. Now in a lovely new structure called the Thompson Falls City Hall and Public Library, conveniently located in the center of town, the Public Library has become a recognized part of the community and every citizen has a personal pride in the project.

The building looks out on the beautiful Thompson Falls Lake. The Library section has a large reading room and is separated from the office and stacks by a glass partition. The new steel shelving, tables and chairs, and work center, all in attractive colors, plus the fluorescent lights in the stacks, make a most satisfactory setting for both patrons and staff.

The lights and furnishings have been made possible by funds accumulating in a Memorial Library Trust Fund set up in April 1961 by the Woman's Club and Mrs. Agnes Vandeventer as a permanent organization to further the library facilities in the town. As that fund grew the idea of a permanent library began to take hold and the City Council under Mayor Orin Kendall, together with the Volunteer Fire Department in whose building the Public Library had been

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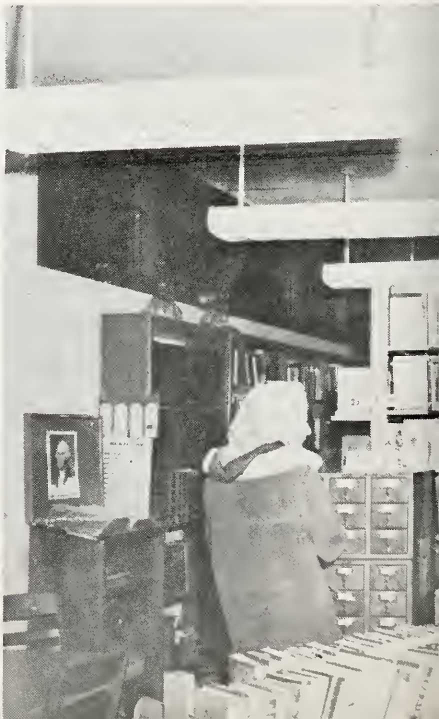

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1963 and the Library section was
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ry Trust Fund is made up of five
arson, President; Mrs. Daun Bab-
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d Mr. K. A. Eggensperger.

s Mrs. Vera Kemmerer as Librarian
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Virginia Cheney, Chairman; Mrs.
er; Mrs. Agnes Vandeventer, Sec-
es Gummer and Mrs. James Smith.
the new Library in February 1963,
patronage has been achieved. 737
36 of whom are new holders. Cir-
40%; 6,870 in 1962 and 9,675 in
ives a $1,500.00 annual appropria-
senting a 3 mill levy. There are at
he Library, and 28 periodicals.

Above: left to right, Mrs. Agnes Vandeventer, Mr. Glenn Larson, Mayor Orin Kendall, Librarian Vera Kemmerer and Alice Banister at the dedication during National Library Week, April 1963; Far left, the attractive exterior of the new building; the new stack area and the spacious new reading and study room.

THE LIBRARY SERVICES AND CONSTRUCTION ACT—

(Continued from Page 13)

> The library is the best training ground for enlightenment that rational man has ever conceived, and I am so happy that the enlightened Members of Congress and others who supported their activities can participate in this ceremony this morning which they and their children and their children's children will always be proud of."

The new Act increases the amount of money authorized from 7½ million to 25 million and authorizes 20 million for buildings. The regulations provide for matching funds and as with the previous Act, the amount of money available will depend upon Congressional appropriation. Should the full amount be allowed, Montana's share for library development would be $173,214, and for buildings, $138,571, for each of the next two years. A supplemental appropriation for fiscal '64 is authorized under the Act.

Regulations and guides for state plans are in the process of being drafted by the Library Services Branch. The State Agency will give each library full information on Montana's Plan when this is approved.

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The Urgent Need For A New Public Library For Billings, Montana

by Frederick Wezeman, Library Consultant*

The present Billings Public Library was constructed in 1900 when the population of Billings was 3,221, and the last addition to the building was built in 1923 when Billings had 15,100 people. The present estimated population of Billings is 55,000. Since 1923 there has been no major additions or alterations in the library building though the population has tripled.

The square foot area of the present building is 4,500 per floor for a total of 9,000 square feet. A new library building, to take care of present Billings needs and anticipated needs for only ten years hence would have to have a **minimum** of 50,000 square feet or **FIVE TIMES** the present space. Today Billings has only one-fifth of the required space for a public library building. **One of the major recommendations of this survey is the urgent need for a new public library building.**

In the past five decades there has been not only significant growth in population but also there has been equally and in a sense even more dramatic growth in the complexity and diversity of Billings life—

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*Mr. Wezeman is an Associate Professor at the Library School of the University of Minnesota. This is the second of two special reports submitted to the Library Board of Billings, Montana in connection with an over-all survey of the Billings Public Library. (The first report was published in the October 1963 issue of MONTANA LIBRARIES, pp. 6-11.)

education, professions, industry, business— and consequently the demands made on the Billings Public Library have greatly increased in scope and complexity. The Bilings of 1900 or 1923 is not the Billings of 1964 and the library building of 1900 and 1923 is completely outmoded and inadequate for the Billings of 1964.

This survey, by agreement with the library board, specifically excludes any consideration of a program for a new main library building or the selection of a suitable site for a new library. In 1962 the city council authorized a study of these matters by the architectural firm of Cushing, Terrell, and Associated Architects.

> On November 13, 1962, Resolution 9714 was unanimously adopted by the City Council 'a resolution accepting, adopting, approving, and authorizing the execution of a grant agreement from HHFA for aid in financing the cost of preliminary planning, consisting of field and office studies, outline specifications, report and cost estimated for the proposed construction of a Library Building for the City of Billings, Montana.' Note: the Report submitted to the City Council and Library Board on this matter was titled, "Public Library Service for Billings."
>
> Why Is the Present Building Inadequate?

A Fire Hazard

The present library building is not fireproof. This condition is a serious hazard to the occupants of the building and a special hazard to the valuable book collection, the card catalog, and invaluable items in the local history and Montana collection. **There is no fire escape from the main floor and there is only one outside exit from the main floor of the library.**

The Building Is Entirely Too Small

Due to lack of space in the present library building the bookmobile collection and the cataloging department must be housed in rented quarters at an annual cost of $1,980.

The library needs a larger book collection but there is no room for more books. Already many books are housed in an overflow collection in the basement.

Specialized collections and services are inadequately housed. The children's room, the technical room, the Montana Historical collection are all in cramped and inadequate quarters.

There is inadequate work space and office space for the library staff and management. The librarian has an inadequate office and no other member of the library staff has any office space as such.

The library has no meeting rooms or auditorium of any kind whatsoever. There is no room for staff meetings or conferences. There is no room for children's story hours or discussion groups.

(Continued on Next Page)

THE URGENT NEED FOR A NEW PUBLIC LIBRARY FOR BILLINGS, MONTANA— (Continued from Preceding Page)

The present building has 9,000 square feet of space, some of it of marginal use, while a new library building should have a minimum of 50,000 square feet.

Present Library Building Uneconomical and Inefficient

The building is uneconomical to staff. At least three service points must be covered—the basement children's room, the technical room at the other end of the basement, and the adult department on the main floor.

The crowded and antiquated building makes for an uneconomical and inconvenient use of the book collection and other library materials. The technical books and children's collection is in the basement. Overflow books and much reference material is inconveniently stored in the basement.

An Outmoded Building

The long, front steps make it difficult for the aged and the handicapped to use the public library.

There are no public washrooms. There are no washroom facilities for the children. Present facilities for library employees are rudimentary or nonexistent. There is no locker room space and toilet facilities are inadequate.

Poor Location

The present location of the library is poor. The noise and dirt of the railroad tracks, the lack of pedestrian traffic and the depressed surrounding area make the present location an undesirable one for a public library.

Present Site Too Small for A New Library

There is insufficient land for any additions to the present building and the age and general condition of the library preclude any remodeling, renovation, or additions. It would be an uneconomical and injudicious use of tax money to make any further investment in the present building.

What the New Central Library Building Will Mean to Billings

A Symbol of the Importance of Books, Reading, and Learning.—A new public library building embodying the three F's of modern architecture (Functional, Friendly, Flexible) will advertise to all the citizens of Billings the pleasures and opportunities in the creative use of leisure time.

A Learning Place for the Gifted Student.—The gifted student will make the library his own personal university. With a new building and adequate room for books, magzines, etc., local teachers can with confidence urge gifted students to pursue at their own speed and inclination their special paths of research and interests. The public library represents one of the most economical methods of providing the gifted student with special incentives and resources.

A Building of Simple Beauty and Drawing Power for the Downtown Area.—The erection of a new public library is of economic interest to every merchant in the downtown area of Billings. A recent study indicated that more than 7,000 customers came to the downtown Minneapolis Public Library, on a Saturday in the spring of 1963. People often combine a visit to the public library with a shopping trip. As the center of a large trading area, Billings draws people from many miles. These customers could easily find a trip to the public library another reason for coming to Billings.

A Significant and Important Selling Point to Industry and Business Looking for a Montana or Mountain Plains Headquarters—All over the country a tremendous competitive struggle is going on between states, regions, and cities for new industry and business. Communication—reports, books, magazines, articles, government publications—these are vital to industry and business today. Even larger firms, which can afford their own service, must depend on the more complete and expensive resources of the public library. The small business, whose future can often mean so much to the local community, finds the resources of the public library invaluable and indispensable.

A new public library building would sell Billings to industry and business looking for a place to locate.

A new public library building would place Billings in a position to establish itself as the regional center for public library service in Eastern Montana.

A Place of Inspiration and Education for all Citizens—As an educational institution, the public library is unique in that its customers come from all age groups, and use of the library can continue practically from the "cradle to the grave". A new library building would be an untold blessing to the children, youth, young adults, adults, and senior citizens of the Billings community.

No other expenditure of public funds for capital improvements would give as great a return as a new public library building for Billings. A new public library would be of immediate and lasting benefit to every age group of the community, to all professional and business groups, to industry, to every student and teacher, to the aged and the unemployed. A new public library building would mark Billings as a city of progress, aware of the benefits of culture and education, a pace setting city of Montana and the Mountain Plains area.

New Books

by Peggy Gadbow

Director of Library, Missoula Public Schools

"The goal of storytelling . . . consists of fostering in the child, at whatever cost, compassion and humaneness—this miraculous ability of man to be disturbed by another's misfortunes, to feel joy about another being's happiness, to experience another's fate as one's own. . ."

Kornei Chukovsky
From two to five
University of California Press
1963, 4.50

The Return of The Twelves, by Pauline Clarke, Coward, 1963, $3.75, won England's Carnegie Medal for the best children's book of 1962. Now, happily, American children too will discover it and find it engrossing. Bramwell Bronte's **History of The Young Men** provided background for an outstanding fantasy about the twelve tin soldiers which had once belonged to the Bronte children. Pauline Clarke gives each soldier a unique personality, captures the sense of wonder and magic that belongs to childhood, and blends in just the right amount of reality with make-believe.

Graceful illustrations from Japanese masters add to the breath-takingly lovely haiku in **Cricket Songs** translated by Harry Behn, Harcourt, 1964, $2.50. Transcending all ages, this is a rare and bountiful treasure for all to enjoy. The simple, poetic reflections of the haiku, composed of three unrhymed lines of five syllables, then seven, and five again in the third line, express the sights and sounds of nature. Readers will find that this utterly beautiful book generates inspiration for writing sensitive, satisfying, and vivid haiku of their own.

A great tidal storm was raging over the islands of Chincoteague and Assateague. Misty had been brought into the Beeb's kitchen to await the birth of her foal and Marguerite Henry, feeling much like an anxious grandmother-to-be, flew from Vienna to Chincoteague when she read the news. Twenty-four hours later, the author of **Misty of Chincoteague** arrived to find that Misty had a scraggly new little filly and the storm was gone. Gone too was the author's resistance to writing a sequel. Here was a ready-made adventure story, with much the same cast, plus excitement, courage, suspense and a fuzzy new baby. **Stormy, Misty's Foal,** by Marguerite Henry Rand, 1963, $3.97, will delight the many Henry horse story fans. Illustrations by Wesley Dennis are superb.

Ukrainian Folk Tales by Marie Halun Block, Coward, 1964, $3.29, presents thirteen charming tales, meticulously translated from the classic collections of Ivan Rudchenko and Marie Lukiyanenko. Unique, vibrant woodcuts by a distinguished artist, J. Hnizdovsky, complement

for Children

perfectly the simple and rhythmic style of traditional Ukrainian lore. The author and illustrator, having both lived in Ukrainia, were concerned with preserving in this only collection of Ukrainian stories now in print, the character and the meaning of the original tales. Readers and storytellers too will welcome a fine collection.

Irving Adler's **Numerals: New Dresses for Old Numbers,** Day, 1964, $2.29, is a remarkably direct and lucid approach to the "New Mathematics" now being taught at every level in many schools. Ruth Adler's illustrations effectively clarify a concise and interesting text. The series of explanations, interspiced with self-testing questions, lead step by step to an understanding of present day concepts in number systems. Although the book has been written for 8-10 year olds, parents challenged by their youngster's homework, and older students too, will find this a fascinating introduction to the concepts of modern mathematics.

Primitive paintings in the Cave of Lascaux in France inspired Norman Bate's **When Cave Men Painted,** Scribners, 1963, $2.95. It is an absorbing and plausible story, vividly recreating prehistoric times, the fierce wild animals that inhabited the land, and the people who lived together and hunted together in order to protect themselves. Magnificent two-color illustrations depict the paintings of the cavemen with strength and honesty and are perfect visual accompaniment to a dramatic work of fiction for young readers.

An inviting collection of twenty American folksongs, **Come For To Sing,** by Eric von Schmidt, Houghton, 1963, $3.07, includes musical arrangements by Robert Freedman for piano, diagrams of suggested guitar chords to accompany any song in the book, and a section on origins and interpretations. A recording of the songs, available from Pathways of Sound in Cambridge, would add to the fun. Colorful illustrations by the author sparkle with zest and charm and make this an appealing, attractive picture-songbook for all young and young-in-heart music lovers.

Descriptions of heraldic designs and their origins is fascinating fare for youngsters who clamor for books about knights and armour. Walter Buehr's **Heraldry: The Story of Armorial Bearings,** Putnam, 1964, $2.86, is rich with details and illustrations and a do-it-yourself section that will be especially appealing to the young readers who enjoyed the author's earlier books, **Knights, Castles and Feudal Life,** Putnam, 1957, $2.86 and **Chivalry and The Mailed Knight,** Putnam, 1963, $2.86.

MONTANA LIBRARY ASSOCIATION MEMBERSHIP

Mrs. Rita Nelson, Treasurer of the Montana Library Association and Chairman of the Membership Committee is pleased to present the members of the Association. She notes a gratifying increase in the numbers of school librarians and the associate members. Mrs. Nelson asks that we include a word of warm thanks to Hanson-Bennett Magazine Agency and Hertzberg's Washington Bindery both of whom were subscribers and advertisers in the **Montana Library Quarterly,** the official publication of MLA, ably edited by Lesley Heathcote from 1955 to 1963. Both firms refused their refund when the Quarterly was discontinued and donated $23.25 and $21.00 to the Library Scholarship Fund.

Rita announces that dues are still coming in and she assures us that she will be very pleased to receive more of them!

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Butchart, Mrs. Maro, Carnegie City, Kalispell

Campbell, Mrs. Henry, Bozeman Public
Chapman, Mrs. O. K., Laurel Public
Coleman, Walter, Livingston Public
Collar, Leo K., Lincoln Co., Libby
Curry, Dr. R. D., Dillon Public
Cutting, Oscar, Bozeman Public

Davis, Frank, Dillon Public
Didrickson, Mrs. Elsie, Lincoln Public
Dysart, Mrs. Rhea, Harlowton Public

Eager, Mrs. Rex, Winnett Public
Eaton, Lillian, Lincoln Public
Elliott, William, Whitefish Public
Ellis, Mrs. Vivian L., Great Falls Public
Erickson, Ross, Carnegie Public, Miles City

Flaskerud, Mrs. George, Red Lodge Public
Floerchinger, Mrs. Louis, Conrad Public
Fraser, Austin E., Lincoln Co., Libby
French, Mrs. Angelina, Mineral Co. Public, Superior

Gehrett, Mrs. Bertha, Laurel Public
Gibson, Don, Glendive Public
Glatz, R. G., Winnett Public
Graham, Mrs. Elizabeth, Conrad Public
Gravesgard, Mrs. Margaret, Harlowton Public
Griffith, Mrs. Lloyd, Livingston Public
Grosfield, Mrs. Signe C., Lincoln Public
Grove, Mrs. Blanche, Winnett Public

Haggerty, Mrs. T. G. Bozeman Public
Hall, Mrs. George, George McCone Memorial, Circle
Hall, Robert, Sidney Public
Hamlin, Mrs. T. E., Whitefish Public
Hansen, Kenneth, Harlem Public
Harbin, Mrs. Pat, Ronan City
Harlowe, Mrs. H. D., Carnegie Public, Miles City
Hokanson, Raymond, Livingston Public
Homstad, Mrs. Clarence, Sidney Public
Howard, Edwin, Jr., Bozeman Public
Hubley, Mrs. Ben, Sidney Public
Huckins, Mrs. Alyne, Powder River Co., Broadus

Johnson, Mrs. C. G., Plains Public
Johnson, F. Quentin, Helena Public
Johnson, Mrs. Mary E., Hearst Free, Anaconda
Johnson, Robert E., Helena Public
Johnson, Mrs. W. A., Conrad Public
Johnston, Mrs. P. A., Laurel Public
Jones, Mrs. Mary, Harlowton Public

Karlsgodt, Mrs. Katherine, Valier Public
Kastelitz, Edward, Livingston Public
Kenck, Hugo A., Butte Library Commission
Keyser, Dr. Raymond, Ronan City
King, Mrs. Joe, III, Winnett Public
Kirchner, Mrs. Matilda, George McCone Memorial Co., Circle
Kirk, Cecil, Wadsworth Memorial, Cascade
Klos, Mrs. Fred, Fallon Co., Plevna
Knight, Mary E., Hobson Community
Lahr, John, Conrad Public

Lambkin, Mrs. Mary, Lincoln Public
Lampi, Mrs. John, Red Lodge Public
Langbell, D. P., Carnegie City, Kalispell
Lawson, Mrs. Chester, Havre Public
Little, Dr. A. R., Jr., Helena Public
Lockhart, Mrs. Richard, George McCone Memorial Co., Circle
Lohse, Mrs. Constance, Valier Public
Lund, Mrs. Calvin, Fallon Co., Baker

TRUSTEES—PUBLIC LIBRARIES—(Continued)

Lund, Hiney P., Bozeman Public
Lund, Mrs. Laurids, Carnegie Public, Miles City

McConochie, Mrs. Hazel, Carnegie Public, Lewistown
McEwen, R. A., Hearst Free, Anaconda
McLean, Mrs. Rodney R., Hearst Free, Anaconda
McNamer, Mrs. Patricia, Glacier Co., Cut Bank
Mahan, Mrs. Thomas, Helena Public
Mang, Joseph, Havre Public
Marsh, Mrs. Veta, Valier Public
Mathison, Alvin, Glendive Public
Mattson, Mrs. Josephine, Wadsworth Memorial, Cascade
May, W. J., Conrad Public
Mercer, Mrs. Russell, Sidney Public
Mihalovich, Mrs. Betty, Harlowton Public
Milliron, Mrs. Olive, Glendive Public
Miracle, Mrs. Ralph, Helena Public
Moody, Mrs. Charles, Ronan City
Moore, Mrs. Jessie, Harlowton Public
Morrison, Mrs. Bob, Fallon Co., Baker
Mott, George C., Carnegie Public, Miles City

Nellans, Mrs. H. E., Glendive Public
Nelson, Mrs. Bonnie, Valier Public
Nichols, Mrs. Marcus, Choteau Co., Ft. Benton

Olson, Mrs. D'Arline, Glendive Public
Olson, Mrs. William L., Fairfield City
O'Neill, Mrs. Mary, Mineral Co., Superior

Page, Elmer, Sidney Public
Pattridge, Dorothy, Lincoln Public
Phelps, Mrs. C. O., Judith Basin Co., Hobson
Pierre, Mrs. Charles, Wadsworth Memorial, Cascade

Reilly, Mrs. Henry, Livingston Public
Robinson, Eugene, Conrad Public
Roudebush, Mrs. Harold J., Chouteau Co., Fort Benton
Rowe, Stuart, Harlem Public
Rowen, Dr. E. H., Carnegie City, Miles City

Sandsmark, L., Ronan City
Schnaidt, Mrs. Donald, Carnegie City, Kalispell
Schneider, Mrs. William, Harlem Public
Sloan, James L., Lincoln Co., Libby
Sowa, Mrs. E. J., Havre Public
Stiert, Mrs. Madge, Bridger Community
Stranahan, Clinton, Chouteau Co., Fort Benton
Sundahl, Mrs. Jean, Havre Public
Swank, Dean, Valier Public

Tucker, Rev. Richard, Wadsworth Memorial, Cascade
Turner, H. V., Carnegie City, Kalispell

Vandeventer, Mrs. Agnes, Thompson Falls Public
Vashus, Tollef, Glendive Public

Wallace, Mrs. W. C., Hearst Free, Anaconda
Walton, Mrs. Margie, Harlowton Public
Warden, Mrs. R. D., Great Falls Public
Watson, Mrs. Earl, Wadsworth Memorial, Cascade
Watts, Mrs. Edith, Mineral Co., Superior
Watts, Herb, Havre Public
White, Edison, Mineral Co., Superior
White, Rev. J. R., Helena Public
Wilkinson, Sam, Dillon Public
Winslow, Kermit, Glendive Public
Wohlberg, Carl, Helena Public

Yokley, Mrs. Lydian, Fallon Co., Baker
Youngquist, Kenneth, George McCone Memorial, Circle

* * * * * *

FRIENDS OF THE LIBRARY

Adolph, Mrs. Oscar, Roundup
Albert, Mrs. H. B. Ekalaka
AAUW, Great Falls
AAUW, Park Co. Branch, Livingston
Anderson, Katherine, Great Falls
Anderson, Mrs. Ralph, Havre
Asbury, Mrs. Edna, Ekalaka

BPW Club, Lewistown
Babccok, Mrs. Stephen D., Thompson Falls
Baker, Mrs. Lucy Howe, Drummond
Bartschi, Mrs. Theo., Shelby
Bemis, Mrs. Beverly, Superior
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Bertelson, Helen E., Billings
Bertsche, Wm. H., Jr., Great Falls
Bond, Mrs. Ralph, Polson
Bramlette, Mrs. Don, Lima
Brasch, Mrs. Bertha R., Alberton
Braun, Louise M., Helena
Browman, Mrs. L. G., Missoula
Browning, Minnie, Belt
Buker, Jeane E., Chester
Buker, Mrs. Julia, Missoula
Burlingame, Mrs. M. G., Bozeman

Campbell, Elsie, Conrad
Cascade Co. Trades & Labor Assembly, Great Falls
Century Club, Kalispell
Clayton, Mrs. Earl, Clark Fork, Idaho
Cook, Geneva, Bozeman
Corette, J. E., Butte
Cushman, Harriette, Bozeman

DAR Mount Hyalite Chapter, Belgrade
DAR Powder River Chapter, Miles City

(Continued on Next Page)

FRIENDS OF THE LIBRARY—

(Continued from Preceding Page)

Eastham, Mrs. Vonnie, Chico, California
Ekegren, Mrs. Elsie, Warm Springs
Elkins, Mrs. C., Polson

Far & Wide H. D. Club, Tampico
Fenn, Geraldine G., Bozeman
Fitschen, Stuart, Ronan
Flesch, Norma S., Shelby
Ford, Nina M., Polson
Fossen, Alice, Wolf Point
Frisbee, Mrs. Selden, Cut Bank

Gaethke, Mrs. F. P., Columbus
Garrett, H. L., Billings
Gillespie, O. Lloyd, Libby
Gillis, Mrs. Robert A., Great Falls
Glentana H. D. Club, Richland
Goldhahn, Mrs. John, Jr., Geraldine
Graybill, Mrs. Leo C., Great Falls
Groom, Irene D., Missoula

Hall, Mrs. John Nelson, Great Falls
Hanson-Bennett Magazine Agency, Chicago, Illinois
Heck, Tracy, Inverness
Henry, Ralph C., Helena
Herrig, Robert F., Libby
Hertzberg, Fred, Tacoma, Washington
Hess, Mrs. Viola M., Havre
Hickey, Mrs. Leone, Alzada
Hocking, T. J., Glasgow
Hoffman, Dean K., Bozeman
Hoiseth, Mrs. Oscar, Gildford
Holtz, Mrs. Charlotte, Floweree

Jellison, Wm. L., Hamilton
Jennings, Talbot, East Glacier Park
Jun, Mrs. Dorothy Keller, Great Falls

Kearns, Mrs. James W., Townsend
Kerr, Sara, Baker
Kilroy, Loretta, Great Falls
Klingler, Alfred, Shelby
Kremer, Alf C., Butte

Laity, W. Clifford, Butte
Lawyer, David A., Plains
LeSoir H. D. Club, Glasgow
Lewis & Clark H. D. Club, Helena
Lowman, Mrs. Evelyn, Hamilton
Lundgren, Jean, Kalispell

McBride, Mrs. B. C., Joliet
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McDonald, Rita, Corvallis, Oregon
McDonnell, Mrs. Anne, Helena
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McLaughlin, Mrs. Evelyn, Bozeman
McLeish, Mrs. Dorothy, Fort Benton
McMullen, Mrs. Julia E., Butte
Mahlum, Malisse T., Wolf Point
Merriam, H. G., Missoula
Miles City Women's Club
Milne, Mrs. Emma A., Helena
Mineral Independent, Superior
Missoula Woman's Club
Mjolsness, Mrs. Grace L., Missoula
Moore Women's Club
Morgan, Mrs. Thomas E., Bozeman
Murphy, Eileen C., Anaconda
Musser, Mrs. Cara, Ekalaka

Nash, Robert T., Deer Lodge
Nelson, Mrs. Lois, Cut Bank
Nissen, Audrey, Harlowton

Olander, Marie M., Miles City
Ostergren, Margaret D., Missoula

Paige, B. G., Philipsburg
Patterson, Mrs. Amy A., Great Falls
Payson, Mrs. Lois B., Bozeman
Pearl Club, Butte
Place, Mrs. Howard, Portland, Oregon
Plains Women's Club
Purdy, Mrs. E. L., Kremlin

Radcliffe, Mrs. A. V., Richey
Rakeman, H. E., Ennis
Redhair, George I., Helena
Reed, Mrs. Mabel, St. Clair, Missouri
Regan, Mrs. Agnes D., Helena
Renne, Mrs. R. R., Bozeman
Renshawe, Mrs. B. M., Ekalaka
Rinehart, Mrs. Robert, Kremlin
Roberts, Mrs. Janet C., Columbus
Robertson, Vera, Great Falls

Sandsmark, L., Ronan
Schucha, Mrs. James, Havre
Seifert, Charles J., Helena
Selfridge, Mrs. R. N., Glendive
Shaw, Mrs. Dorothy, Lima
Shaw, Mrs. Frank, Deer Lodge
Sherburne, Mrs. J. L., Browning
Stickney, Mrs. Jessica P., Miles City
Sullivan, John J., Butte
Sullivan, Mrs. John J. (Veronica), Butte
Sunshine H. D. Club, Anaconda
Superior Clipping Service, Superior

Ternstrom, Alice H., Chester
Torkelson, Mrs. Vivian, Glasgow

Upshaw, Mrs. L. W., Great Falls

Van Walk, Jim, Tacoma, Wash.
Varco, Mrs. Earl, Sidney

Warm Springs H. D. Club
Warner, Olga Z., Helena
Webster, R. M., Rexburg, Ida.
West, Mrs. Robert K., Cut Bank
Wetzel, Mrs. W. W., Missoula
Wharton, Allen P., Billings
Wibaux Woman's Club
Widenhouse, Mrs. Philip M., Billings
Wilson, Goldie, Spokane, Wash.
Winger, Margaret A., Hollywood, Calif.
Wisdom Women's Club

SCHOOL ADMINISTRATORS

Anderson, Norman, Joplin Public Schools

Bergum, T. M., Winifred High School
Besola, Everett, Roberts Public Schools
Blakeslee, George, Missoula Public Schools
Borberg, Charles E., Billings Sr. High

Cahill, C. R., Nashua High
Comer, A. L., Belgrade School
Crain, Allen, Busby School

Erickson, Karl, West Jr. High, Great Falls
Eudaily, Ralph, Missoula Public Schools

Gegermeier, Louis, Missoula Public Schools
Grenz, G. C., School Dist. 50, Centerville

Hall, George, Missoula Public Schools
Hardesty, Clyde C., Harlem Schools
Huntsman, Arlen J., Ft. Benton High
Hutchinson, John, Missoula Public Schools

Jennings, Mark, Missoula Co. High, Higgins Ave.
Johnstone, Jay, Missoula Public Schools

Kiely, Edward J., Missoula Public Schools

Larsen, H. K., Missoula Public Schools
Lodge, B. W., Beaverhead Co. High, Dillon
Long, Everett W., Thompson Falls High
Lumpkin, W. E., Flaxville High
Lund, Hiney P., Bozeman Sr. High

Milne, Bruce, Valier High
Superintendent, Missoula Public Schools
Mogen, Harold, Froid High
Molsbery, Milton, Lodge Grass High
Muskett, Albert, Missoula Public Schools

Nelson, Leon, Missoula Public Schools

O'Leary, Michael F., Anaconda Sr. High

Prestbo, Oscar, Cascade Public Schools, Dist. No. 3

Richardson, Donald, Missoula Public Schools

Scarr, L. E., Lambert Public School
Schroeder, Leo, Missoula Public Schools
Scott, Wallace, Savage High School, Richland Dist. No. 7
Sherrodd, Leo, Edgar Public School
Sister Jean Marie, St. Joseph's School, Anaconda
Spangler, Truitt, Simms High
Strand, Louis, Stevensville Schools

Wagner, Hubert, Missoula Public Schools
Watkins, James F., Cut Bank High
Weir, James L., Helena Jr. High
Wetzel, Winston W., Missoula Co. High, South Ave.

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HONOR ROLL ADDITIONS

Public Libraries

Havre—Havre Public Library
Kalispell—Carnegie City Library
Valier—Valier Public Library
Whitefish—Whitefish Public Library

* * * * * *

School Libraries

Belgrade High School
Billings Senior High School

Montana Libraries

Vol. XVII July, 1964 No. 4

Read a book
And you will find
A fuller life
And a richer mind

McKEE

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Cover picture: Professor Joseph A. Mussulman and the Montana State University Jubileer Trio who recorded the winning jingle for the statewide NLW Jingle contest. From left to right: Professor Mussulman of MSU; Esther England, New Plymouth, Idaho; Kathy Shore, Miles City; Fay Gonsior, Milltown; and Juanita Smith of Libby at the piano who composed the music. The jingle itself is printed below.

* * *

State Library Commission:
Mr. William L. Baillie
Miss Kathleen Campbell, Chairman
Mrs. Walter Houchen
Miss Harriet Miller
Mrs. A. O. Pemberton

MONTANA LIBRARIES is issued quarterly by the State Library Commission, South Avenue and Middlesex, Missoula, Montana. Address correspondence to Mrs. Ruth O. Longworth, Librarian; Mrs. Barbara I. Houghton, Assistant Librarian.

I Came Here To Praise Libraries, Not To Bury Them . . .

by Mr. Dan K. Snyder*

In one sense, I am part of a business that is your enemy. But I came here to praise libraries, not to bury them. There are many who feel that television is responsible, in some measure, to killing interest in reading and in libraries, but so also is boating, skiing, bowling or any other form of entertainment and recreation. As the work week shortens, the pursuit of relaxation and modes of entertainment increase. Many of you will find it surprising that the national average of viewing television per week exceeds the number of hours of gainful employment. The average work week is 40 hours, but the average number of hours spent in front of the television set is in excess of 42 hours. You can well imagine how many hours some people must watch to make up for the average viewing of the people in this room.

While television and libraries may be poles apart—while the friends of libraries and the programmers of television may be poles apart in their thinking—television can do much for libraries and libraries can do much for television. And, both can reap the rewards of closer co-operation and communication.

"How?" you ask. "Give me a specific," you say. Let me cite a specific that is now working—now in effect—and then let me offer an idea. In Great Falls, the Public Library uses television once per week to explore a book. It is in a sense a book review—not just of a new book, but sometimes of an old book, revisited. I am told that the reaction is immediate; not only of bringing people to the library to check out the book—but of the stimulation in reading by the reviewer, not to mention the side effect of good publicity directed toward the library for putting on a worthwhile program.

And here I believe I touch upon a sensitive spot—sensitive to avid readers who criticize television and its "mediocrity"—and sensitive to broadcasters whose livelihood depends upon large audiences to sustain advertiser results. Every responsible broadcaster tries to maintain a balance in his broadcast week and this is not always apparent because many worthwhile programs are missed because of the nature of the medium, and the so-called time element. You can pick up and put down a good book anytime. But you must be present at the right time and the right place to see a good television program.

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*Mr. Snyder is a Member of the Board of Education, School District No. 1, Great Falls and Television Station Owner and Manager, Great Falls. He gave the above address at the Montana Library Association conference in Billings, at a luncheon, Friday, May 1, 1964.

The NBC television network pre-empts many entertainment programs for interesting, educational, and public affairs programs. In a given month, you can see SHAKESPEARE, SOUL OF AN AGE, THE RIVER NILE, ANATOMY OF A CITY, THE DEATH OF STALIN, THE RISE OF KHRUSHCHEV, WHO GOES THERE, G. E. COLLEGE BOWL, WILD KINGDOM, BELL TELEPHONE HOUR, DISCOVERY, 20TH CENTURY, etc. . . I said I had an idea about a television program that could be library inspired. I believe that it could have many side effects, and I believe it would draw more people to the library for more than a casual visit.

But before I develop this idea, may I set the stage and take a walk up a couple of side streets. You didn't invite me here just to hear about television or how you can use it effectively. I think perhaps you might like to hear what someone from outside your inner circle thinks about you and your organization and that stack of books and imposing building you love so much and are trying so hard to improve. I have already told you "I came here to praise libraries, not to bury them," but you have buried yourselves inside dusty, dank, ominous buildings that look like mausoleums. Who would pass thru those Doric, Ionic or Corinthian pillars but those who long ago found the library a delightful place for refreshment of mind in the delight of reading? Or, who but the student bent on research and homework with the need or help from people and books? Today's young adults between 18 and 28 listen to rock and roll records, watch action and adventure shows on television, drive a flashy car, own a boat and motor, paint their way through a down payment on a home, and unless the bank and the finance company go out of business, they're on their way.

Let's be very careful to avoid being intellectual snobs, because many of today's young adults graduated from high school knowing almost twice as much—and while not everyone who graduated from high school went on to college—there is no reason why electricians, carpenters, or plumbers should have a college education. Here I'm reminded again of a pitfall of our society. I heard this about a month ago and I've not forgotten it. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society that scorns excellence in plumbing because plumbing is unglamorous . . . and tolerates shoddiness in philosophy because it is an exalted activity . . . will neither have good plumbing or good philosophy, neither its theories OR its pipes will hold water.

Who is to say what member of our society will find solace among the stacks and down the aisles of our libraries? How do we get him there? New ideas, new programs are part of many libraries, but how do we get people inside to see them? Somehow I think we have to do something outside. The Ford Motor Company used to build nothing but black automobiles back in the time when many of our libraries were built. But the modern Ford plant builds very few black cars anymore. And what happens when we build modern librairies? I read in the April 1964 issue of Montana Libraries that since the opening of the new library in Thompson Falls, an increase of 47% in patronage has been achieved. Circulation has increased 40% I am sure there are many more success stories.

But you already know of the need for new buildings in many cities in our state. And many have tried to build new buildings and failed, but it doesn't do any good to hold bond elections that fail, or to bring speakers to your state association meetings who proclaim of the great need for better libraries. The inner circle must develop another circle —the friends need more friends.

Many friends need only to be asked, and **you** have to ask them. No one is going to do it for you. The needed funds to build the buildings that will attract more people will be forthcoming from one source or another when the urgency is fully understood and told to enough people. Much will, of course, come from tax dollars through government. But it can be augmented substantially from business—from thrifty and ingenious self-help and from private sources such as individual donors and charitable foundations.

Some of you are going to say, that in spite of our old buildings and inadequacies, more and more people are coming to our libraries—only because there are more and more people. The population explosion has filled your libraries and so has the publication explosion . . . not to mention the knowledge explosion. Fifty years ago the student mastered his field and could expect to remain in his occupation for many years with the assurance that he was competent. Today, knowledge is advancing so rapidly that it's all some professions can do to keep up, and man has to have supplementary brains outside his body if he is going to make use of available knowledge. Men used to read books and store what he needed in his brain. Now he is learning how to use supplementary brains or compendiums of information, and libraries are now playing and will play an even larger role in our society in the education of all students, young and adult.

The mark of an educated man is sometimes judged by how much he knows, and there are many who will question that our affluent society should be producing thinkers and not fact machines. Many feel that we are developing what Francis Chase Dean of the Graduate School of Education of the University of Chicago calls a "higher illiteracy." While simple illiteracy is an easily recognizable barrier to the good things in life for a large part of the world's population—higher illiteracy is a serious compounding factor. The higher illiteracy is a characteristic of those who see, hear, and even read, but will not understand. They cannot, in fact, understand because they have not developed the ability to carry on a transaction between the world of ideas imbedded in language symbols and the world of real persons, objects and events. They cannot entertain ideas which seem to threaten their own narrowly preconceived view of the world, and, they cannot enter sympathetically into the aspirations of peoples of other classes, races and cultures. It is one thing to absorb and repeat ideas found on the printed page, but quite another to develop the ability to relate those ideas to life—to engage in the kind of dialogue which will test the relevance of the printed page to personal experience, or the behavior of individuals or social groups.

So much for the walk up the side streets. The idea that I would like to submit is not new, original, or startling, except perhaps in its application. It is an idea that librarians, trustees, or friends of libraries could develop and nurture. It should come from you and you should receive the credit for its development.

You librarians should develop a monthly activity or program which should take place **not** in the library but on TV. You should offer one each month or twelve per year. It should be lofty and creative, should stimulate thinking and should examine thoughts and ideas in every field of knowledge. Invite a poised discussion leader who has fluency and the ability to parry and feint—one who can explore all the aspects of your chosen topic or subject with versatility and finesse. This monthly program should have a regular panel on the order of "What's My Line," though less on the extrovertive side, and a different guest for each performance for variety and appeal. Here's an opportunity for you to break out of that inner circle, to bring in the experts and the fascinating characters unheard and unsung in your community, and lastly to place directly before the public eye a challenging image of your library as the vital and necessary public servant of the whole community. We producers in the business of television would consider it an honor and a privilege to sponsor such a venture.

The Needs of Students, Libraries and The Educational Process

Eleanor A. Ferguson, Executive Secretary

Public Library Association of the American Library Association

Last summer, the American Library Association devoted two days of its annual conference to a consideration, really an "Inquiry" into the needs of students, libraries and education. Those who took part assumed that libraries were a necessary part of education and that students in pursuing education needed them.

At least two motives lay behind the dedication of this period of time, the time of more than 3,000 persons, to the topic. One was the nationwide nature of the problem and its acute impact on all libraries. The second was the hope that from the background papers, the published speeches, and above all the greater understanding developed in the small discussion groups, the chapters of ALA might draw the inspiration for the sort of discussion we are engaged in today. We in ALA sometimes forget that the State Library Associations are chapters—and perhaps some of you forget it too. But in the planning of the Conference-within-a-Conference, you were specifically kept in mind. It is a great pleasure for Miss Warncke and me to be with you to pass on to you some of the outcomes of that meeting.

First, let me make clear who the students are, about whom we are talking. I'd like to use the most inclusive definition possible not merely the children and young people enrolled in formal education—but also the adults who need books for educational purposes. I would include as students (1) the woman who wants to bring up her children better or serve more nutritious meals (2) the man studying the cost of automobile insurance (3) the investor reading up on a company or a product in which he may put some money (4) perhaps most of all, the voter who wants to understand Viet Nam or Panama, or some other national issue.

(Continued on Page 19)

M.L.A. HIGHLIGHTS

Opposite page: The Honorable Mayor Willard Fraser greets the Association; far left Reverend Vern Klingman, President Sliepcevich, Miss Warncke, Miss Ferguson; Below, left to right, William Rossiter, Kathleen Campbell, Lesley Heathcote, Ruth Warncke, Mary Dempsey, Eleanor Ferguson. Below, Miss Warncke and the Community Representatives; Right, President Natalie Sliepcevich.

Upper left: Bea Eigher introduces the exhibitors: Mrs. Molly Shannon, State President of AAUW presides when Mr. William Baillie gives the banquet address. Below: Mrs. Margaret Edwards with Robert Moran and Larry Hodges.

ESPECIALLY FOR TRUSTEES

Helen C. Smith, Chairman

Trustee Division of PNLA

Public Library Trustees from Washington, Oregon, Idaho, Montana and British Columbia are urged to make plans now to attend the Trustee Workshop to be held at Glacier National Park on September 4, 1964.

Mrs. Virginia G. Young, a past-president of the American Library Trustees Association, will be with us for the Workshop and will be the luncheon speaker. Mrs. Young is a trustee of the Columbia, Missouri, Public Library and of the Missouri State Library. She is the author of the pamphlet "The Trustee of a Small Public Library," No. 3 in a series of pamphlets of the Small Libraries Project published by the American Library Association in 1962-63. Mrs. Young has also prepared the new edition of "The Library Trustee" to be published in June of 1964 by the R. R. Bowker Company.

Donald E. Wright, Executive Secretary of the American Library Trustees Association, is assisting in planning for the Workshop and will be the Moderator for the Workshop Symposium and Round Table discussions.

This Trustee Workshop is the first activity to be sponsored by the group of trustees that formed an organization at the PNLA Conference in Yakima last year. We hope to become officially the Trustee Division of PNLA at the 1964 Conference.

It is hoped that trustees from the States and the Province will participate as members of the morning Symposium which will present information on specific responsibilities of trustees in planning and finance, the political process, as a policy maker and in public relations. This will be followed by a reactor panel, and questions from the floor.

At the luncheon, Mrs. Young will give a broad portrayal of the library trustee as a citizen and a library leader.

In the afternoon, all of those in attendance will have an opportunity to join a roundtable group to discuss the topics of the morning session. Following this discussion, Mrs. Young will provide a brief summary of the meeting.

The Trustees Workshop will be Friday, September 4, 1964, from 10 a.m. until 4 p.m. and will be followed by a short business session. However, all trustees are encouraged to attend the entire PNLA Conference.

Perl Coombs Joins The State Library Staff

Mrs. Perl Coombs who has been librarian in Glendive since 1928 will retire from that library on July 1st but she will not be on the inactive list long for she will join the staff of the State Library Commission as a Consultant on September 1st. Perl will continue to reside in Glendive but in her position as Consultant she will travel throughout the state. We feel ourselves most fortunate to have the benefit of Perl's years of experience and know that every librarian in the state will welcome this warm, friendly person when she makes her consultative visits next fall.

In a recent interview she said, "Books have always been my hobby for I grew up in a town with a state-supported circulating library and received my first ideas of how library service could gradually be improved." She has truly served her Glendive community these past 36 years for she has played a large part in seeing that library develop from a small city institution to a city-county library in handsome, modern quarters in the Dawson County Courthouse. Her library system with a branch at Richey and two stations at Lindsay and Bloomfield, is part of a larger system, the Sagebrush Federation of Libraries. Perl serves as Consultant for the Federation and her county enjoys the services of that bookmobile as well as the centralized processing of books and the many other advantages.

She began her career as a teacher after attending Western College of Education in Dillon and followed her sister, Mrs. Weltha Brown into librarianship when she went on to become librarian in Stillwater County. Besides all the countless hours she has devoted to providing high quality library service, she has contributed outstandingly in positions of honor and importance in the library associations to which she belongs, as well as in many fine civic, community organizations. Everyone who knows this gracious lady would expect her not to remain idle long. She herself said, "I want to continue to be active in the community," and that is just what she will do in her forthcoming position as Consultant. But here she will be active on a state-wide basis and for this all of us will reap the rewards. Thank you, Perl, for a job splendidly done.

First Lady of Whitefish

Mable Engelter was honored by the Beta Sigma Phi Sorority as First Lady of the year on Saturday, May 23, 1964. Her sister librarians in the Northwest Federation of Libraries and the Librarian of the State Library Commission were on hand to enjoy the tributes and the acclaim that were hers at a delightful luncheon and style show. Under her fine leadership and direction, the Whitefish Library has become the center, the focal point for all community activities. Mable has initiated a dynamic, far reaching program of adult education in her library and it is through her efforts, that the library is now housed in beautiful, spacious quarters. Our congratulations and felicitations go to Mable for this signal honor and recognition by her community!

* * *

An Author-Librarian For Glendive

Welcome to Mrs. Marie MacDonald who will begin her duties as librarian of the Glendive Public Library on July 1st. She is a busy wife of a dentist and mother of six children, as well as the author of the book, **After Barbed Wire** which was an account of the early land rush and homesteading days in eastern Montana. She has had other articles and poetry published in several national magazines.

She received her B.S. at the University of Minnesota and taught English in Carter county prior to her marriage. For the past ten years she has helped with the Great Books program in Glendive. Mrs. Perl Coombs, retiring librarian, can feel that the Glendive Public Library is in good and capable hands in her successor, Marie MacDonald.

National Library Week

1964 NARRATIVE RE

The past seven celebrations of National Library Week have helped to take Montana libraries out of the role of the supplicant and have provided the means for a dynamic, exciting and effective program of library interpretation. This was especially so in 1964 when everywhere there was evidence of tremendous public response. Randall Swanberg, who served his second term as State Chairman, summed it up in one succinct statement: "The objectives of the whole process are, to secure community awareness and interest through better use of the existing facilities, then go on to an interpretation of what good library service is and how we can achieve it." He added, "Your library can be as good as the people in the community want it to be."

The state committee decided on two projects at their organizational meeting which were immediately successful due to the good help of the librarians, friends and local NLW committees throughout the state. These were the sponsoring of a brochure which listed Montana's present library
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THE KEY
Encyclopaedia Britannica
School Library Awards
HONORABLE MENTION

Montana

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brochure was adapted from Charles
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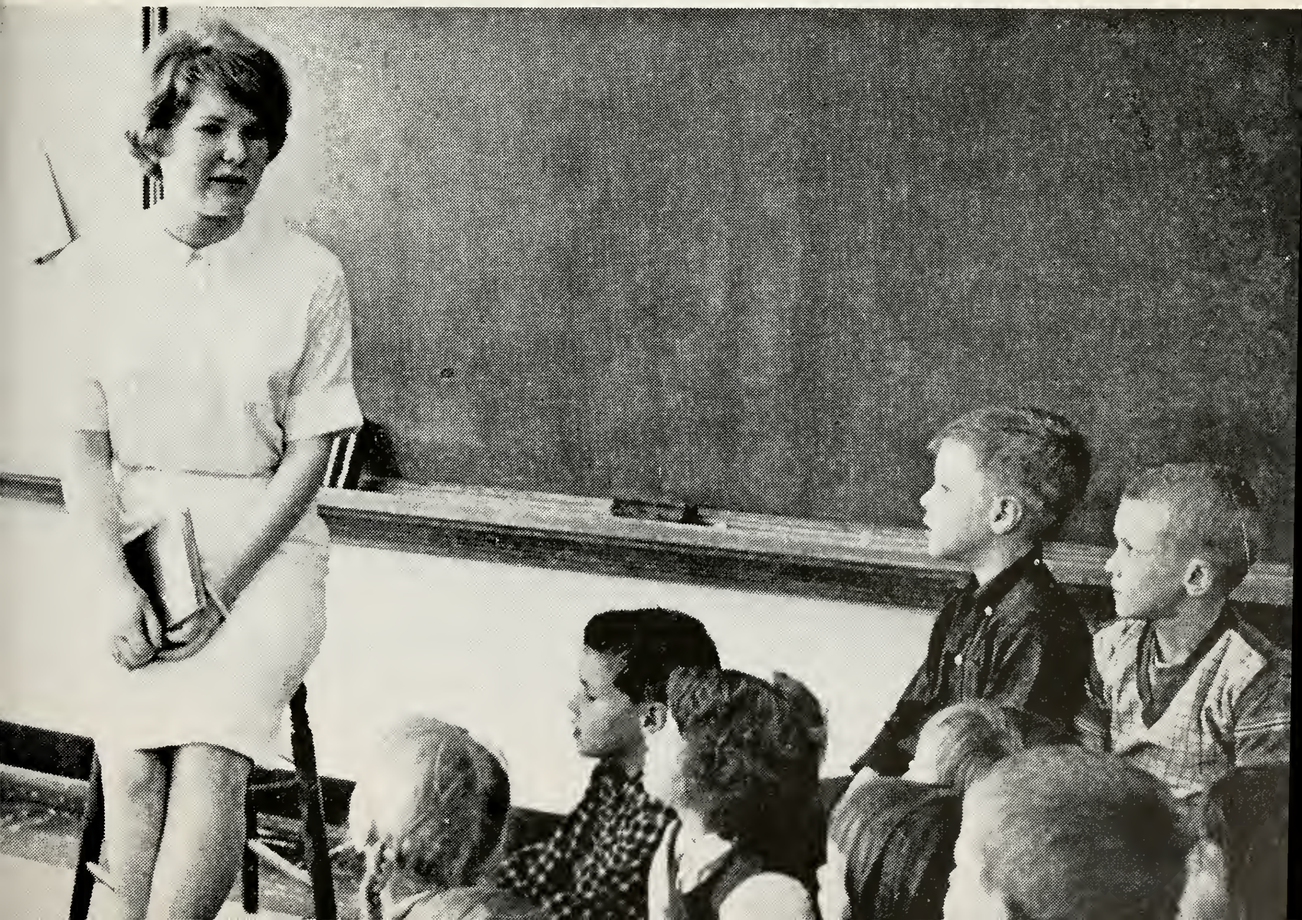
Sally Brown, holding her library card,
n Montana—Happiness is a Library
llet was distributed in the thousands
ices of the public, school, college, Uni-
nd from many organizations, clubs,
ks.

le project was the Jingle contest which
e groups. Participation was enthusi-
2,244 contestants who submitted 3,491
closed the first of March and the win-
ing the following week with the book
uring the Week at appropriate cele-
prize winner was Mrs. Daisy B. Nel-
ho wrote our cover caption:

ead a Book and you will find,
fuller life and a richer mind."

Far left: Dr. Thomas Payne, Peggy Gadbow and Barbara Houghton at the presentation of the Encyclopedia Britannica School Library Award; Lana Christopher, a member of Letitia Johnson's Missoula County High School Library Club holds a group of youngsters entranced at one of the Story Telling programs that was a feature of NLW in Missoula; Above, David Walker, one of the most responsive members of the audience.



The Montana State University Jubileer Trio composed music for this jingle which was put on a 56 second tape, recorded by Professor Edmund K. Colby, and directed by Professor Joseph A. Mussulman of the School of Music, who also narrated a spoken message. This tape was sent to 48 radio and TV stations in Montana during the Week. For a visual effect a commercial artist prepared a TV prompt card to be used with the tape. The cover of this issue of MONTANA LIBRARIES shows the Trio recording this happy event.

National Library Week officially opened on Sunday, April 12th in the Lincoln County Library. As one of the ten top winners in the nation, it received an award of $1,500 from the Book-of-the-Month Club. Librarians, friends and dignitaries came for the presentation of the Award by Mrs. Ruth O. Longworth, State Librarian to Mrs. Robert Herrig, Librarian. State Library Commission member, Mr. William L. Baillie gave the featured address. At the NLW banquet in Great Falls, Vice-Chairman of the Board, John Hall, announced plans to ask for a bond issue not to exceed $900,000 to finance construction of a new library on the present site. The bond election will be held not later than Dec. 1, 1964 and the Friends of the Library in that city are strong in their determination to carry out a successful campaign. Dorothy Johnson, author from Missoula was speaker at that dinner and told, "How to mount a Horse."

Petitions are ready in Miles City for the primary ballot so that library can vote to expand from its cramped quarters. During NLW, guided tours were conducted through the library with a designated stop at the blue prints and model for the new edition. A roving radio reporter interviewed patrons at the library's busiest hour. In Plentywood the Home Demonstration Club as well as other organizations helped to remodel the library in time for the Week.

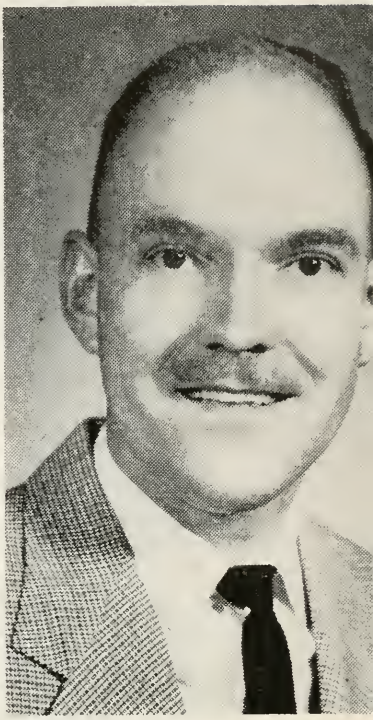
The Missoula County High School Library Club held a storytellers workshop and volunteers told stories to 1400 pupils during the Week. Some of the pictures for that event are included here. Mrs. Peggy Gadbow, Director of Library for the Missoula elementary schools won Honorable Mention in the final judging of the Encyclopedia Britannica's school library awards competition. The handsome bronze plaque was presented to her during the Week for the progress she, her administrators and her librarians have achieved. The Great Falls High School held a Faculty Open House tea, gave out lists for the Summer Reading Club, and the Student Library Club held an "Our Favorite Patrons" competition with prizes of $5.00 book certificates.

The Grolier Company is offering $1,000 to the state association with the "most effective" observance. How wonderful if Montana could win it!

Mrs. Barbara J. Houghton, Executive Director, NLW—1964

Message From Roger Spillers

President, Montana Library Association



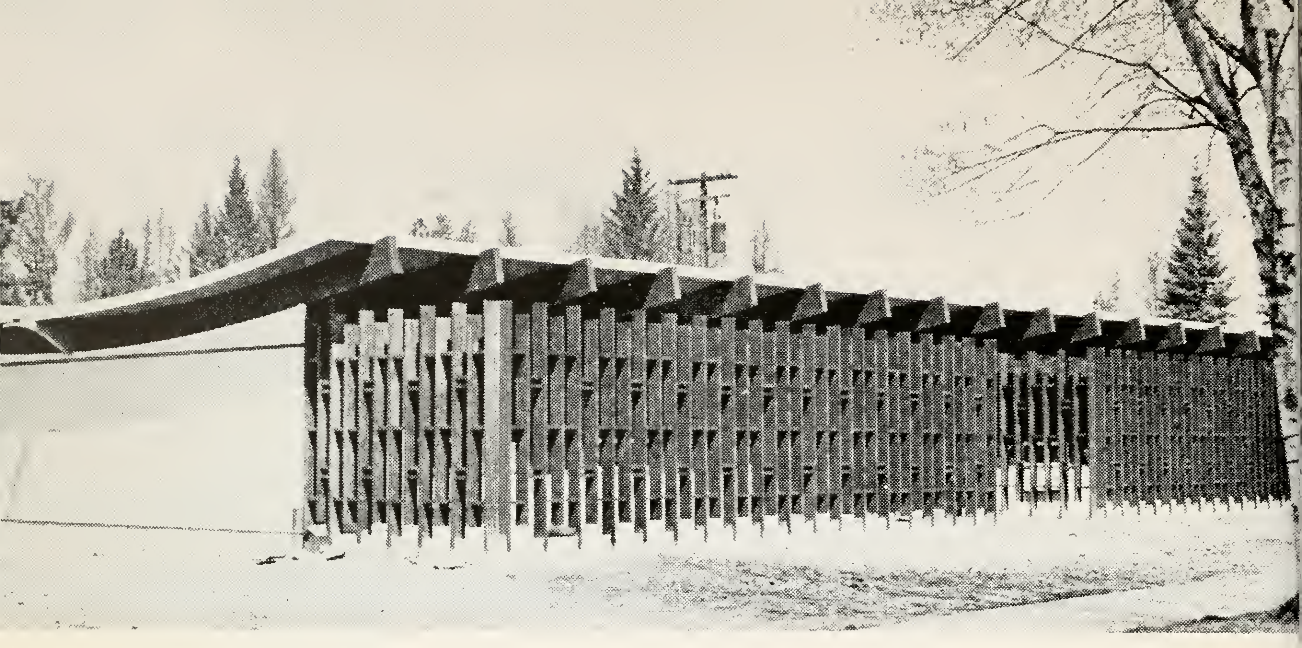
It is indeed a pleasure to have been installed as chief executive of the Montana Library Association. In the year ahead we new officers will place our confidence in the guidance of our colleagues in the Association.

We had a most stimulating conference in Billings and can look ahead to fine accomplishments as a result of this meeting. You will receive a copy of the proceedings with this issue and I am sure that you will agree with me that the program was excellent.

Let us look together in retrospect at our Association. Our beginnings were founded in greatness. In 1906, Montana librarians met in Missoula and formed the Montana Library Association with Granville Stuart the first president. Nine years later there appeared a newly enacted Public Library Law. Also in 1915, the Montana Library Association became a member of the American Library Association. It is interesting to note that in 1915 the Association supported a bill to establish a State Library Commission. All through the years our state Association has striven to improve library service and advance the profession throughout the state. Between 1937 and 1941, legislation was sponsored which was to bring more and better library service to the people of Montana by establishing regional libraries. This was perhaps the first state-wide plan for library development which is similar to our present one for library federations.

Early professional leadership in our state was of exceptional quality. It pointed the way to great accomplishments in recent years. The A.L.A. "Interim Standards For Small Public Libraries; Guidelines Toward Achieving The Goals of Public Library Service" were adopted as state standards by the Association in 1963. A successful Self-Survey For Public Libraries was completed last year. A study was begun on the distribution of state documents. The possibility of establishing an accredited library education program in our state is being investigated. The use of "STANDARDS FOR SCHOOL LIBRARY PROGRAMS" and a "GUIDE FOR MONTANA SCHOOL LIBRARIES" is being encouraged as a means of providing excellent school library service in Montana.

(Continued on Page 23)



The Lincoln County Library

May 17th, 1964 was a great day in Libby when the beautiful new building pictured above was dedicated in a most impressive outdoor ceremony. The building has been named the John F. Kennedy Memorial, in tribute to the late President.

Mr. Leo K. Collar, Chairman of the Board of Commissioners presided at the occasion; Mr. Gordon Bennett, Helena attorney gave the dedication speech, in which he described a library as "a fortress of ideas" and paid glowing tribute to President Kennedy and his concern for and commitment to libraries and the free exchange of ideas. Ruth Longworth had the pleasant responsibility of cutting the ribbon.

Mr. Marshall G. Candee, Lincoln County Attorney, accepted the building for the county from the architect with these memorable words:

"I am privileged in behalf of Lincoln County and you, and all the people of the county to accept this building for the public accommodation and enlightenment. I do this not with the feeling of pride—for the very concept of a library demonstrates the emptiness of pride—but with the feeling of gratification and of gratitude for what you have achieved, for what this institution represents, for the promises it holds and for the opportunities it affords. All those who seek within these walls shall surely find; for knowledge is by far the greatest of treasures and wisdom is indeed the truest joy."

Picture, courtesy of Western News, Libby.

THE NEEDS OF STUDENTS—

(Continued from Page 7)

Many of you can remember when librarians used to cry because teenagers didn't use our libraries. What has happened to make us change our tune? Here are some of the facts which have brought about the change:

1. There are a great many more students than there used to be. In the 1930's it was expected that the population of the U. S. would grow to about 165 million by 2000 and then level off. Today it is 193 million and still growing. It's hard to visualize all these people, so perhaps I can state it more simply—there were 1 million more 16-year olds in 1963 than there were in 1962!

2. More youngsters stay in school these days. About 70% of those now in 5th grade will stay on to finish high school and about one-third of those will go on to college. We hear a good deal about drop-outs today, but that's not because of the proportion of the school population they represent. It's because there are so many in absolute figures and because it is so hard for the drop-out to get work. There's a very high correlation between being on relief and being a school dropout—and both tend to be hereditary!

3. Possibly because boys and girls who would formerly have left school now stay on, we have a growing awareness that one form of education will not do for every child. The bright must be challenged to do their best, the slow given special help, the culturally deprived taught to understand the world the rest of us live in.

4. More and more schools are getting away from the single text book in favor of wide reading.

5. New information has made much of what adults learned obsolete today. Africa—new nations—Zanzibar, Tanganyika.

6. Educational TV is just in its infancy. It is difficult to tell what stimulus air-borne television will give children who have not been exposed to truly inspired teaching.

For many adults, television is a means of stimulating curiosity about subjects to which the average person had never been exposed—deep sea diving, the Antarctic, foreign policy and the like. Often a program raises more questions than it answers, and brings the viewer to the library for more information.

It's lots of fun to joke about adult education. Just the other day I read a crack to the effect that adult education will continue as long as children have homework! But about 17 million adults are enrolled in formal courses, and another 9 million are pursuing independent but systematic studies. In addition, there are millions more—all of you know them—who occasionally read a book or two on a subject they know little about. This service to the purposeful reader adds up to considerable library use, and will generate more as libraries are more capable of supplying material. Part of this adult learning is satisfied by sales of paperback books which may be as high as 3 million copies a year. While most of this sale is to individuals, an increasing amount will likely be to libraries, as soon as the industry works out some of the problems that prevent your being able to buy the book you want when you want it instead of when the corner drugstore has it in its rack.

Another area in which libraries will be increasingly involved is providing books on adult problems written at the 4th and 5th grade reading level. Retraining adults for semi-skilled jobs has revealed that many people have failed to benefit from the universal education we have been so proud of. Did you realize that 20%—1 out of 5—of the men who fail the Army qualifying examination are high school graduates? Just now, we are stymied by an almost total lack of suitable material, but when it does become available, I hope libraries will buy it generously, so that the man or woman who has taken a retraining course can keep up his reading skill. Reading and writing skills are a major economic necessity for adults; in 1900, one half of all jobs were unskilled. By 1970, automation will have reached a point where only 5% will fall into that class. We taxpayers have a simple choice —reeducate the unskilled or support them on welfare, with all the frustration and psychological damage that entails.

All these demands add up to a staggering task for our libraries but up to now all we have done about it is to wring our hands and do a magnificent job of passing the buck!

The public libraries say that school libraries should take care of their own students; the school libraries say they do take care of THEIR students, the ones who are swamping the public libraries are the college students; the colleges say they will take care of their own students if the public library will just supply the demands of the high school students; and so it goes. Meantime, the students (and they are of all ages, from fourth grade to grandmothers) take the attitude that they want the information and are going to get it no matter what sort of library has it. They assume that we really have a national system of libraries, while we are only beginning to talk about it. What all the libraries seem to have overlooked is that none of them now have the resources to satisfy all these inquiring minds, either separately or working together; that our library plant in this country is simply not big enough to supply today's needs for information, nor will it be large enough in the foreseeable future unless we librarians plan in really big terms for that future.

Let's look for a moment at the standards we as a profession have adopted and how well we meet them.

1. In the public library field, less than one-third of the people in the United States have library service of at least minimum adequacy!
2. School libraries have about half the number of books called for by the standards, spend $1.60 each year for books instead of $4-$6. Standards are for one librarian for 300 pupils, but the national average is one for 1,700!
3. Only 40% of the 4 year college libraries have the number of books they should have, and 57% have less than 3 professional librarians; of the 2 year colleges, 87% have less than 20,000 books. Seventy-eight percent have fewer than 2 librarians!

It is a question whether meeting standards will be enough to meet the demands of the near future. It may well be that the standards themselves are too low. For instance, the **Interim Standards for Small Public Libraries,** less than two years old, set 16 reader seats as the minimum—only half enough for one class to visit the public library!

This is roughly the national picture. What it is in Montana, you know better than I. This afternoon, the discussion will relate to your own state. Your overall population has perhaps increased less than in some other states, but surely the proportion of young people must be higher, and more of them are seeking education than was once the case. The probabilities are that your resources are smaller in relation to your population than they are in Los Angeles or Boston, for instance. You have special difficulties in your beautiful mountains and great distances. Then, too, much of the research on library planning was done in cities, and may or may not be valid for your state.

The only solution is to work together to improve all libraries. The college libraries must assume responsibility for research and scholarly material the school and public libraries can't supply; on the other hand, the more usual books must be readily available in school and public libraries, to free the college from those demands. The college can't supply the reports of the Atomic Energy Commission if its time and energy are frittered away on requests for the files of the **National Geographic.**

Some material must be acquired by several states, for none in this thinly populated area can meet all the needs of all its people! Make bigger plans and be sure the plans are known and approved by the people you serve, who pay the bills! Remember that your special problems carry with them one great advantage—the pioneer spirit which faces difficulties only to conquer them!

Obviously, such a task is not going to be accomplished by half measures—by keeping the school library open longer hours, though that would help. Not by combining two or three weak county libraries into something we can call a library system, nor by increasing the college library book budget when the building is already too small. Least of all is the solution to limit the hours when high school students may use the public library or refusing the services of college libraries to the communities in which they are located.

Rather the solutions will lie somewhere among the recomemndations made by the Conference-within-a-Conference, those recommendations which Lowell Martin described as growing out of 25,000 man-hours of discussion. Many of you have already read or heard them, but as a basis for the panel this afternoon, I'd like to run through them quickly.

1. First find out just what is needed by students in your locality and just what is already available. Do this by gathering together ALL librarians and talking out the problems. Include the Chamber of Commerce, local industry, etc. But don't make it too local. The problem is large and is going to get larger, and you will need the resources of a wide area.
2. The need for more communication (1) in clarifying the student demand for reading materials, (2) in decisions on action, and (3) in meeting the needs. We must first make effective contact with our colleagues in other kinds of libraries, and then with these colleagues bring the issue to the attention of school officials and the community at large.
3. Define the respective functions of the several kinds of libraries in serving students. In other words, divide up the job, but be sure someone is responsible for all its aspects.
4. Development of cooperative joint action cutting across types of libraries. Notice that this calls for action, not just talk. Talk is cheap, but how well we know that "everybody talkin' bout cooperation ain't agoin' there."
5. A definite increase in financial support to bring all libraries up to standard. This is going to take the planning growing out of No. 1, the communication in No. 2, and the division of labor called for by No. 3.

6. All the legislation applying to libraries should be reviewed, strengthened, applied to help meet this growing student need. Let's get rid of millage limitations and rigid separation of school funds from county funds.
7. Recruitment of librarians must be intensified.
8. We must make better use of those we have through review of library positions and a search for new ways of using people. I would like to add, more effective in-service training to develop all our abilities fully.
9. Seek to apply technical and mechanical advances more fully in libraries. I doubt if this recommendation is limited to machines like Univac—are we making the best use of telephones and typewriters?
10. Fresh approaches must be made to instruction in the use of libraries on the part of students. Isn't it odd that this should be the final recommendation? If education is to mean anything to the student, it should teach him to find things out for himself.

Well, there is the problem, and there are some ways of solving it. You all have your work cut out for you this afternoon and for many days to come. I would like in closing to remind you of a remark of Edgar Dale's which seems appropriate:

"We . . . say, 'The time isn't ripe for this action! Time seems eternally unripe for most changes. Actually, time doesn't ripen, but people and ideas do. The sequence in the acceptance of a new idea is like this:

1. It's a foolish idea and won't work.
2. It's not a bad idea, but the time isn't ripe.
3. The time is ripe, but we couldn't work out the idea here.
4. I was always in favor of this idea."

My best wish for this conference is that you will all go home saying "I was always in favor of this idea!"

* * *

MESSAGE FROM ROGER SPILLERS—

(Continued from Page 17)

Due to the high calibre of professional leadership by the Montana State Library Commission, and the enthusiasm of our librarians, unbelievable progress has been made in recent years by the Association to improve the status of libraries and foster better library service. It is now our duty to write a plan for state-wide library development which will include all types of libraries and encompass all aspects of the Library Services and Construction Act, to investigate further and write a presentable plan for state aid, and to investigate a possible revision of the Public Library Laws.

New Books

by Peggy Gadbow

Director of Library, Missoula Public Schools

How far is it to Babylon?
Threescore miles and ten.
Can I get there by candlelight?
Aye, and back again.

Nursery Rhyme

For Manola the transition from boy to man is as terrifying and as exhilarating as **la fiesta** itself. It is not easy to be the son of a national image and to be expected to emulate such a courageous man. **Shadow of a Bull** by Maia Wojciechowska, Atheneum 1964, $3.50, is the story of a boy who has no **aficion** for the sport that made famous, but also killed, his father. Maia Wojciechowska, whom Ernest Hemingway considered as an authority on bullfighting, captures all of the grace, spirit and color of the arena and the temperament of the Spanish people in her exciting book for young readers.

Pathways To Freedom by Edwin D. Hoffman, Houghton 1964, $3.75, develops in nine seldom-told episodes, a dramatic, well documented history of American freedoms. By focusing on the strength of ordinary American men and women working together for democratic ideals, the book points up the need for support in strengthening and preserving our democratic traditions as well as for cherishing and protecting them. This is a refreshing, skillfully narrated treatment, significant for junior high school readers.

The text of Winifred Hammond's **Plants, Food and People,** Coward 1964, $3.95, belies its dry, unexciting title. Man's dependence on plants from earliest times to the space age and the implications for his future food supply are covered in detail. Handsome photographs and a very readable style contribute to this unusually interesting discussion of the many facets of agricultural history. Indexing and an excellent bibliography add to the value of an informative, fact-filled book.

Directions for a miniature theater with stage terms clearly defined and illustrated, instructions for construction of four kinds of puppets from easy-to-find materials, scripts for three plays and suggestions for the finished production are included in **Do-it-in-a-day Puppets for Beginners** by Margaret Weeks Adair, Day 1964, $3.98. This original approach to puppetry is designed to eliminate two pitfalls in puppet production, the time it takes to make them and the time it takes to rehearse. Addressed to the adults who work with children, the suggested

for Children

techniques should prove helpful in solving the problems of time involvement and consequent loss of interest and in making puppet performance a creative spontaneous and pleasurable experience for children.

The Boy and The Forest by Will and Nicolas, Harcourt 1964, $3.36, is an original, haunting kind of story conjured up by a talented team. This author-illustrator combination, won the Caldecott Medal in 1952 for **Finders Keepers,** Harcourt, $3.25. Now they mix together an enchanting and poetic story with beautiful colored woodcuts to evoke an unforgettable tale of fear and courage and magic. Youngsters will want to hear it read many times and will find the unusual illustrations a fascinating complement to the text.

Elspeth Bragdon's **There Is A Tide,** Viking 1964, $3.04, is a better-than-average story of youth, introspection and kinds of behavior that make for happier relationships in this business of getting along together. Earlier books by the author demonstrate a real ability for reaching a perceptive young audience. Teen readers who enjoyed **That Jud!,** Viking, 1957, $2.50, will appreciate the realistic dialogue and character development of this title and will find the book thought provoking and satisfying.

Kings, Bishops, Knights, and Pawns by Ralph Arnold, Norton 1964, $3.95, is a richly illuminating description of life in England and Europe in the feudal era. The book is uniquely organized to interpret a colorful period in history in terms of its development and decline, its ceremonies, tournaments, codes of chivalry, and people living under a system as ritualistic as a game of chess. Involved are kings, queens, castles, bishops, knights and lowly pawns, each playing a prescribed role. It is an engrossing account, further enhanced by the black and white drawings of W. T. Mars.

A gentle and distinctive book for the youngest readers, **Turtle and The Dove** by Don Freeman, Viking 1964, $2.50 has a very special kind of appeal. Illustrations by the author is blue green and gray reflect the simplicity and charm of the text and capture its quiet strength. The total effect is one of contentment and satisfaction and a happy feeling from both the story and the artistic visual accompaniment.

How We Choose A President by Lee Learner Gray, St. Martin's 1964, $2.95, fittingly appears during an election year, just as the heat and excitement of the campaign begins. The complicated processes of electing our president are very clearly explained in a script that takes the reader from the search for candidates to the inauguration.

LOCAL NLW COMMITTEES

Baker—Fallon County Free Library
Mrs. Charles Abrams
Mrs. Harry Hanson
Mrs. Vern Hitchcock
Miss Sara Kerr
Maurice Myhre
Denzil Young

Bozeman Public Library
Mrs. Harwood Mullikin, Chrm.
Mrs. Henry Campbell
Mr. Oscar Cutting
Mrs. T. G. Haggerty
Mr. Edwin Howard, Jr.
Mr. Hiney Lund

Chester—Liberty County Library
Mrs. Carl W. Nordwall, Chrm.

Columbus—Stillwater County Library
Mr. Irving Adams
Mrs. Jim Chaffee
Ruth Green
Nellie Hauge
Mrs. Mildred Kiehl
Mr. Perry Moler
Bob Noe
Mrs. Kay Shauer
Mr. Duane Storer
Marshall Thompson
Mrs. Emma Veach

Culbertson Public Library
Mrs. R. Westby, Chrm.
Howard Rasmussen
Mrs. W. Redfield
Mrs. C. Wilson

Cut Bank—Glacier County Library
Mrs. William Stuflt, Chrm.
Mrs. Lucille Anderson
Mrs. E. S. Arnold
Mr. Eugene Boyle
Mrs. George Corrigeux
Mrs. Helen Dresen
Mrs. Selden Frisbee
Mrs. Ford Hughes
Mrs. Hugh McNamer
Mrs. C. R. McShane
Mrs. Gordon Maston

Denton Public Library
Mrs. Goldie Cederholm, Chrm.
Mrs. Edna Barber
Mrs. Ida Harlan
Mrs. Fern Kingsbury
Mrs. Helen Lee
Mrs. Gerri Shannon
Mrs. Lorraine Stapleton
Mrs. Irene Tutsch

Fort Benton—
Chouteau County Free Library
Mrs. Frank M. Elliott
Mrs. Blanche Hagie
Mrs. S. F. Pimperton

Froid Public Library
Myrtle Ryerson, Chm.
Gladys Krohmer
Phillis McNeil

Glendive Public Library
F. Raymond Anderson
Mrs. Jane Carey
Mrs. Perl Coombs
Mrs. Mary Harstad
Mrs. Marie MacDonald
Mrs. Kathryn Nellans

Great Falls Public Library
Mrs. John Acker
Mrs. F. M. Ganey
Ruth Harpel
George Hathaway
Mrs. William Hilde
Branson Stevenson
Victor Weible

Harlem Public Library
Mrs. Dorothy Brower
Kenneth Hansen
Stuart Rowe
Mrs. Mildred Schneider

Harlowton Public Library
Margaret Graves, Chrm.
Anne Benson
Rhea Dysart
Mary Jones
Betty Mihalovich
Jessie Moore
Margie Walton

Havre Public Library
Mrs. Louis Hagener
Mrs. A. A. VanTenlingen
Mr. H. C. Watts

Helena Public Library
Nellie Crowley
Mrs. F. Jeske
Mrs. Lloyd Johnson
Mayor Robert Johnson
Mr. Dave Lewis
Mr. William Rossiter
Mr. Charles Seifert
Mr. D. T. Stagg

Jordan—Garfield County Free Library
Amy Crane
Janet Guptill
Helen Nelson

Kalispell—Flathead County Free Library
Mrs. B. L. Amsberry
Jeannette Bjorneby
Mrs. R. T. Lehmicke

Lincoln Community Library
Elsie Didriksen
Signe Grosfield
Mary Lambkin
Frances Patton
Dorothy Pattridge

Livingston Public Library
Mrs. Bob Bonnell
Hazel Christiansen
Mrs. Claude Erickson
Mrs. M. W. Gullickson
Mrs. Arnold Hellesmark
Mrs. Bud Jordon
Mrs. Manny Larango

LOCAL NLW COMMITTEES

Livingston Public Library—(Cont'd)
Mrs. George Lefgren
Mrs. George Moffitt
Mrs. George Myers
Mrs. John Pearson
Mrs. Arnold Schueren
Mrs. R. J. Sundling
Mrs. Bill Whithorn

Malta—Phillips County Library
Mrs. Izetta Ahlert
Mrs. L. P. Strope
Mrs. Don Yager

Miles City—Carnegie Public Library
Mrs. A. W. Bradshaw
Mrs. Kenneth Brown
Mrs. Leroy Clark
Ross Erickson
Mrs. Gertrude Gillin
Mrs. H. D. Harlowe
Sister Helen
Frances Peterson
Mrs. Edwin Stickney
Mrs. John Valach

Plains Public Library
Mrs. Harry Scott, Chrm.
Mrs. Ford Burdick
Mrs. S. Flodin
Mrs. H. Goodrich
Mrs. C. G. Johnson

Red Lodge Carnegie Library
Mrs. Frank Covetto
Mrs. Richard Dodds
Mrs. Harry Olcutt

Reedpoint—Soldier Boy Memorial Library
Mrs. Fred B. Swift, Chrm.

Ronan City Library
Mrs. Frank Biery, Chrm.
Mrs. Jane Burley
Dr. R. Keyser
Mrs. Tella Loman
L. Sandsmark

St. Regis Branch Library
Mrs. Pearl Brown
Mrs. James L. Crenshaw
Mrs. Jane MacDonald

Shelby—Toole County Library
Mrs. Theo Bartschi
Mrs. Ralph Benjamin
Mrs. Beatrice Curry
Mrs. Dee Edmission
Mrs. Norma Flesch
Mr. W. C. Kavanagh
Mrs. Ray P. Kincheloe
Mr. Don Wilcox

Sheridan Public Library
Mrs. Lois Ramer, Chrm.
Mrs. Florence Birrer
Mrs. Arlys Reiger
Mrs. Charlotte Thomas

Sidney Public Library
Mrs. Edna Homstad
Mrs. Ruth Hubley
Mrs. Russel Mercer

Stevensville Public Library
Mrs. Jack Emerson
Mrs. Morris Strange

Terry Public Library
Mrs. Charles Clarke
Mrs. Harold Haines
Mrs. Floyd Revell

Thompson Falls Public Library
Mrs. Alice Banister
Mrs. Virginia Cheney
Mrs. Frances Gummer
Vera Kemmerer
Mrs. Winifred Puphal
Mrs. Sadie Smith
Mrs. Agnes Vandeventer

Three Forks Community Library
Mrs. Winifred Adams
Mrs. Pat Bertognolli
Mrs. Ann Cazier
Mrs. George Conners
Fred Haaskamp
Mel Hamilton
Mrs. Martha Haskell
Earl McLees
Carl Patterson
Mrs. Ruth Phillips
Mrs. Lois Pike
Mrs. Elvira Rice
Mrs. Nancy Rose
Chet Schendel
Mrs. Evelyn Weaver
Mrs. Corine Weston

Valier Public Library
Mrs. Jerry Durnell
Mrs. Hawkin Karlsgodt
Mr. Frank May
Mrs. Harry Palin
Mrs. Arthur Wunderlick

Whitefish Public Library
Mr. H. James Ball
Mrs. J. S. Connelly, Jr.
Dr. Bruce McIntyre
Mrs. J. D. Neville

Wibaux Women's Club Library
Nettie Collins
Dorothy Koranda
Claire Samson
Iona Smith
Amelia Tennant
Rochelle Waarst
Avis Zophi

Winnett Public Library
R. G. Glatz, Chrm.
Mrs. Wayne Bratten
Mrs. Bob Clark
Betty Manual
Joyce Phipps
Mrs. Margaret Phipps

Wyola Public Library
Mrs. Altha Montgomery
Mrs. Henry White

Miss Ruth Warncke Will Direct Study

The Library Development Committee of the Montana Library Association, in cooperation with the State Library will have the fine services of Ruth Warncke in preparing a plan for library development for all types of libraries in Montana. Miss Warncke, who is presently Associate Professor, School of Library Science, Western Reserve University, has on two occasions directed institutes for the Montana Library Association, at the Glendive Conference in 1961 and this year in Billings, and is well acquainted with Montana's needs and present library resources. She served as Advisor to Ohio's state committee when that state developed a similar plan.

Montana is indeed fortunate to have Miss Warncke. Her warm personal relationship with people, her concern for their reading needs and her intelligent approach in securing all-out community participation will provide the sagacious leadership that is necessary, first in writing the plan and then in implementing it for the entire state.

Montana Libraries

Vol. XVII SUPPLEMENT, JULY, 1964

MONTANA LIBRARY ASSOCIATION PROCEEDINGS, 1964

Annual Reports

Constitution

Committees, 1964-1965

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PROCEEDINGS
# of the
FIFTY-FIRST CONFERENCE
# of the
MONTANA LIBRARY ASSOCIATION,
Billings, May 1 and 2, 1964

LIBRARY SERVICE TO STUDENTS

INTRODUCTION

The fifty-first annual conference of the Montana Library Association held in Billings, May 1-2, 1964, was patterned after the American Library Association's "Conference-Within-A-Conference" which was held in Chicago in 1963. The theme of the program was: "Library Service to Students." The meeting was under the able direction of Ruth Warncke, Associate Professor of Library Science at Western Reserve University in Cleveland, and Eleanor Ferguson, Executive Secretary, Public Library Association and Executive Secretary of the American Association of State Libraries, ALA. Mrs. Margaret Edwards, formerly Coordinator of Young Adult Services of the Enoch Pratt Library conducted a workshop on Saturday expressly designed for "Library Service to Young People."

On Thursday evening prior to the conference a social hour was held in the Children's Room of the Parmly Billings Memorial Library from 7:30-9:00 p.m. This was a welcome and beautifully appointed affair where the membership had an opportunity to meet the host city librarians and to renew friendships.

Special tribute goes to the conference committee chairmen and their hardworking assistants, as well as to Mrs. Alice Hamilton of the Billings Garden Club who graciously provided the floral arrangements for the social hour and the Saturday night banquet. The conference committee chairmen were: Conference and Transportation, Ann Whitmack, Librarian of the Billings Library; Program, Mrs. Ruth O. Longworth, Librarian of the State Library Commission, Missoula; Registration and Favors, Mrs. Frances Wells, Librarian of the West Senior High School, Billings; Meals, Mrs. Lucie Reedy, Director of Rocky Mountain College Library, Billings; Exhibits, Mrs. Beatrice Eigher, Extension Librarian of the Great Falls Public Library; Publicity, Mrs. Myrtle Cooper, Librarian of the Evergreen Branch Library, Billings; Social Hour, Mrs. Muriel Mixon, Catalog Librarian at Eastern Montana College, Billings; and Hostess, Mrs. Jean Davis, Librarian of Eastern Montana College.

First General Session

Friday, May 1, 1964—9:00 A. M.

The 51st annual meeting of the Montana Library Association was formally opened by Natalie Sliepcevich, President. The invocation was given by Dr. Vern L. Klingman, Pastor of the First Methodist Church in Billings. The Honorable Willard E. Fraser, Mayor of Billings welcomed the conference. Ann Whitmack, Librarian of the Parmly Billings Memorial Library gave the response to Mayor Fraser.

Mrs. Beatrice Eigher, Extension Librarian of the Great Falls Public Library, introduced the Exhibitors to all the conference.

Eleanor Ferguson, Executive Secretary of the Public Library Association, and Executive Secretary of the American Association of State Libraries of the American Library Association then gave the key address to open the conference, which she called, "In Pursuit of Excellence". (Miss Ferguson's speech will be printed in the July 1964 issue of MONTANA LIBRARIES.)

LIBRARY SERVICE TO STUDENTS

This was an all-day institute conducted by Ruth Warncke, Associate Professor, School of Library Science, Western Reserve University in Cleveland, Ohio, patterned after the ALA Conference Within a Confrence and involving all types of libraries.

During the morning session, Miss Warncke led a panel discussion on "The Three R's—Roles, Responsibilities, Resources." Members of the panel were: Lesley Heathcote, Librarian of Montana State College Library, Bozeman; Mary Dempsey, Librarian, Montana State Historical Society Library, Helena; Kathleen Campbell, Chairman, Montana State Library Commission, Missoula; Eleanor Ferguson, Executive Secretary, Public Library Division, A.L.A., Chicago; and William A. Rossiter, Supervisor of Audio-Visual and Library Services, State Department of Public Instruction, Helena.

In the discussion that followed, each member of the panel clearly defined the role and primary responsibility of the library he represented. Miss Ferguson emphasized the diversity of the public library in its responsibility to serve **every** resident of the community as the center for his educational and recreational needs; the public library is a vital part of the total educational resources of the community but is not a substitute for the school library program.

Mr. Rossiter established that the school library serves a more specialized clientele and is basic to the educational process, the center of the curriculum, and thus must be under the supervision of those who have the responsibility for both the primary and secondary educational program.

Miss Heathcote pointed out that the college and university library exists to further the education of the students and for the use of the faculty for personal study and for teaching—an essential adjunct to the program of higher education.

Miss Dempsey stated that the State Historical Society Library had originated in 1865 by an act of the first Legislative Assembly "to collect and to conserve all materials pertaining to Montana." Her library is primarily a research library in a specialized field and is not a loan collection.

Miss Campbell presented the role of the state library and its responsibility to give library leadership throughout the state, to coordinate services of existing libraries, and to serve as a resource center for reference and information of every variety. The state library works primarily with public libraries but has the responsibility of assisting in planning for better service to all types of libraries.

The pressing needs of students and ways and means to meet these needs by all types of libraries were explored. Miss Warncke said, "In our pattern of libraries and the resources they afford, we have not so much an umbrella as a network." She gave high praise to the brochure published by Miss Miller's office in cooperation with the State Library Commission: "School and Public Library Services and Relationships" and to the publication of the Billings libraries resources pamphlet which had been issued during National Library Week in 1963.

The morning panel, besides identifying the primary role of each type of library, established the need for cooperative effort to meet the needs of the students and pointed up the necessity of a written policy which would acquaint the community with the resources available, and would set wise rules and regulations which would provide for access and use of the materials in every library in the area.

THE TEN RECOMMENDATIONS

In the ALA Conference Within a Conference, Dr. Lowell Martin listed the following ten recommendations in his summary:

1. First find out just what is needed by students in your locality and just what is already available.
2. The necessity for communication in clarifying the student demand for reading materials, in decisions on action, and in meeting the need in the period ahead.
3. Definition of the respective functions of the several kinds of libraries in serving students.
4. Development of cooperative joint action cutting across types of libraries.
5. A definite increase in financial support in order to bring all libraries up to standard.
6. All possible legislation and regulations concerning libraries should be reviewed, strengthened, applied to help meet this growing student need.
7. Recruitment of librarians must be intensified.
8. More effective use to be made of library personnel through review of library positions and a search for new personnel plans.
9. Seek to apply technical and mechanical advances more fully in libraries.
10. Fresh approaches must be made to instruction in the use of libraries on the part of students.

After a coffee break, the audience divided into small groups and each group chose one recommendation for its deliberations. Miss Warncke's report on the findings appears in the Saturday morning proceedings.

LUNCHEON, 12:00 NOON

Mrs. Cara Musser, Chairman of the Trustees and Friends Division, Montana Library Association, of Ekalaka, presided and introduced the head table. Mr. Dan K. Snyder, Member of the Board of Education, School District No. 1, Great Falls, and television station owner and manager, spoke to the conference on "I Came Here to Praise Libraries, Not to Bury Them." (Mr. Snyder's speech will be printed in the July 1964 issue of MONTANA LIBRARIES.)

Second General Session

Friday, May 1, 1964—1:30 P. M.

Roger Spillers, Incoming President of the Montana Library Association and Librarian of the Helena Public Library, presided. He turned the program over to Miss Warncke who began the session with "Where Do We Go From Here?" Now followed a panel discussion with community representatives who introduced themselves and described what had happened in his group. Each had been a "listener" in one of the small group discussions.

The representatives were as follows: Mr. Dan K. Snyder, Great Falls, School Board and Community Business; Mr. Palmer Scott, Helena, State Department of Public Instruction; Mrs. Selden Frisbee, Cut Bank, Friends of the Library; Mrs. Hugh McNamer, Cut Bank, Public Library Trustee; Mrs. Perl Coombs, Glendive, Public Librarians; Mrs. Jean Davis, Billings, College Librarian; Mrs. Peggy Gadbow, Missoula Elementary School Libraries; Mrs. Irene Greenleaf, Laurel, High School Libraries; Mr. James Hoffman, Belfry, School Administrator; Mrs. Muriel Fischer, Billings, Primary Supervisor; Mr. Robert L. Hamilton, Billings, Audio-Visual Supervisor; Mrs. Carolyn Frojen, Missoula, County Superintendent of Schools; Mr. Howard Lee Garrett, Billings, Parent Teachers Association; Miss Frances Cunningham, Billings, Elementary School Teacher; Mr. Charles Nesbit, Billings, High School Teacher.

After reviewing the needs that had been brought out in the deliberations of the various groups, Miss Warncke suggested that the panel consider specific action that could be taken in each community.

The consensus was that the public librarian should call together an advisory committee to establish relations between trustees, school board members, administrators, librarians and teachers. The committee should then be enlarged to include members of the governing bodies and every interest group in the community. To this group the needs would be interpreted, the local resources assessed and good plans made for better use and for improved resources. In summary, Miss Warncke pointed out that it was evident that there was great willingness on the part of the representatives to help and that this we would be sure to find in each community. What remains to be done is to make the best possible use of the many friends who are ready and eager to assist librarians to improve the situation.

NATIONAL LIBRARY WEEK

After the panel discussion, Mrs. Margaret Camm introduced Major Joseph J. Colasuonno, Special Services Officer from Malmstrom Air Force Base in Great Falls, who showed 30-minute colored slides on the National Library Week celebration at that base. He accompanied the slides with a script describing each day's events. This was tremendously impressive.

Third General Session

Friday, May 1, 1964—8:00 P. M.

The annual business meeting was called to order by President Natalie Sliepcevich. The President asked if there were any old business. There being none, she called upon Miss Ann Whitmack to introduce the conference committee. Miss Whitmack thanked the conference committee for being so gracious and hard working and notably expressed her appreciation to those who had helped at the social hour on the preceding evening.

Miss Sliepcevich then called on Mrs. Rita Nelson, Treasurer, who introduced the new librarians and asked all members who were attending MLA for the first time to stand up and make their presence known.

The President then gave her report. "It is an established tradition of this Association that the President is expected to give an account of the activities while privileged to serve in this role for the Association. I shall try to make this as brief as possible.

"I shall assume that you have glanced over the President's message in MONTANA LIBRARIES in which an effort has been made to keep you informed of the on-going activities of the Association. I might say that as your President, I always had the feeling that there was so much to do and so little time—but then I suppose all librarians feel that way—not just the President.

"Whatever has been accomplished during this year can be attributed to the foundations laid by the past officers, the officers and committees with whom I was privileged to serve the year and to the untiring and imaginative leadership of Ruth Longworth and her staff. I can't express adequately the assistance they have provided which gives continuity to our Association projects. Some of the highlights of the past year are recalled here so that you will know where we are and where we need to go.

"Last month saw the libraries celebrate NLW with the theme 'Reading is the Key.' 1,344 participants composed 2,591 jingles. The grand prize winner was Mrs. Daisy B. Nelson of Great Falls. A one-minute taped musical recording of the winning jingle was heard over all the radio stations. With Randall Swanberg as State Chairman for NLW and Mrs. Barbara Houghton as Executive Director and all others who have served on the NLW committee, this should be the best NLW.

"You have all seen the clever brochure, 'In Montana—Happiness is a Library Card.' De Lynn Colvert of Missoula prepared the drawings for the brochure with permission of Charles Schulz.

"We were all so happy to hear the good news that Mrs. Inez Herrig and her library in Libby were selected one of the top ten winners in the nation of the D. C. Fisher award. She received a check for $1,500 which is to be used to purchase books. Also, Inez will soon have new library quarters which will be dedicated May 12th.

"In February, 62 interested people from Helena and others met to learn about the possibilities of a new federation which would include 47,512 people and cover an area of 15,401 square miles. It is hoped that the demonstration can start in July, 1964.

"In January at ALA Midwinter, Mrs. Alma Jacobs, Librarian of the Great Falls Public Library was the first Montanan to be elected to the 14-member executive board of the American Library Association. Her term will run for four years.

"February 11, 1964, President Johnson signed the Library Services and Consrtuction Act. This new bill will aid urban as well as rural areas. It increases the amount available from $7 million for the nation to $25 million.

"In November, the executive board commended the Sidney Library Board for their action in the matter of rescinding the ban on opinion magazines."

Following the president's report, Miss Sliepcevich then called upon the various committee chairmen to see if there were changes or corrections to be made in their annual reports which had earlier been submitted.

Mrs. Ruth O. Longworth, Librarian of the State Library Commission, reported for Lucile Speer, Chairman of the Committee for Central Distribution of State Documents at Miss Speer's request. It was agreed that this committee would be a continuing one and that the study now underway be repored on at a later date.

President Sliepcevich announced that the Montana Library Association had accepted the invitation from the city of Anaconda to hold the 52nd annual meeting in that city. She then asked Mrs. Constance Piccioni, Secretary, to read the correspondence from the Chamber of Commerce and various other organizations who had issued this invitation.

The Chairman of the Constitution Committee, Miss Lesley Heathcote, gave the report of the following changes in the constitution and by-laws. In Art. IV, Section 1, add a sentence: "The Librarian of the Montana State Library Commission should be, **ex officio,** a member of the Executive Board, without the right to vote."

Art. IV, Section 2 of the bylaws, delete the last clause, "and announced in the next issue of the MONTANA LIBRARY QUARTERLY."

Art. V, Section 1f, the Publications Committee, delete the entire section. The active members of the Association voted to make these changes.

Kathleen Campbell brought the following recommendations from the Library Development Committee to the business meeting of the Association as a seconded motion: That the Association sponsor the drafting of a library bill to provide for the following points provided that such a bill is not in conflict with the legal structure of the state:

> A single library law for all public libraries—county, city and town;
>
> That establishment be done in one of two ways, either through action of the board or mandatory through petition;
>
> That there be trustees for all libraries regardless of city-county support with the complete authority for the library vested in the board;
>
> That board members be limited to two successive terms;
>
> That there be a tax limit of three mills for county libraries and five mills for city libraries;
>
> That library boards have power to decide upon a vote for a building without the need of petitions.

After discussion, it was moved, seconded, and carried that the recommendation be amended by removing the ceilings of three and five mills respectively for county and city libraries.

The original recommendation as amended was unanimously approved by the Association.

The recommendation that the Association sponsor a bill for state aid to libraries came before the Association as a seconded motion from the Library Development Committee. The recommendation was unanimously approved by the Association.

The Library Development Committee suggested that the drafting of the above bills be under the direction of the Montana State Library Commission since the Commission could secure the help of the Attorney General.

The Library Development Committee reported that the above proposed bills would be presented to members of the Association before going to the legislature, and that such bills would not be presented to the legislature unless the political climate were right. These were agreed upon at the May 1st business meeting.

The following Montana Library Association committees made no changes in the annual reports which were submitted to the membership. The committees are: The Legislative Committee; Membership Committee; Montana Authors Committee; Nominating Committee; Publicity Committee; Scholarship Committee; College and Research Division; School Libraries Division; Trustees and Friends Division; ALA Councilor; Federal Coordinator; and the Montana State Library Commission.

Mrs. Barbara J. Houghton, Executive Director of National Library Week, expressed her thanks to the membership for their wonderful response to the Week in their many and varied observances. She reminded everyone to forward their reports to the State Library so that they might be compiled and the final report written to National Headquarters. This year it is especially important to do so for the Montana Library Association has an opportunity to win $1000 from Grolier, Incorporated. She also described the events which took place when the jingle contest winner, Mrs. Daisy B. Nelson, wrote the winning jingle, "Read a book and you will find, A fuller life and a richer mind" and the subsequent taping of this jingle by the Montana University Jubileer Trio under the direction of Joseph Mussulman. With the help of Mrs. Ellis, the tape was played to everyone's enjoyment.

The final report was that of the Pacific Northwest Library Association representative, Mrs. Ruth O. Longworth, who asked that her written report be accepted and then encouraged everyone to attend the annual convention to be held in Glacier National Park at the Many Glacier Hotel, beginning September 3, 1964.

The President adjourned the business meeting of the Association.

Fourth General Session

Saturday, May 2, 1964—9:30 A. M.

Mrs. Richard Stevens, Chairman of the Montana School Library Association, presided at this morning's session and first introduced Miss Ruth Warncke whose topic was, "Should We Sleep Well at Night?".

"Yesterday morning, we started out with Miss Ferguson who defined a student as any person who is interested in learning. She reminded us that this doesn't rule out the grandmother who comes to your library seeking knowledge and sometimes the adult who is interested in a career earlier left unfinished. Miss Ferguson also told us the astounding fact that there were one million more sixteen year olds in 1963 than there were in 1962 and that we had better be prepared for this onslaught. Even so, when all the hassle is over—we all know that young people are warm and wonderful. If librarians can get to know a few of the thousands, we have accomplished a lot. Before we gathered in groups yesterday, Miss Ferguson went over the recommendations and gave us a good start. Then we turned to our Montana libraries and had a representative panel of librarians from the various types of libraries. We had some trouble because naturally and genuinely we want to serve everyone but we need to consider our second group—that is the community member himself, Mr. Public. You can't leave them out of the picture. At luncheon, Mr. Snyder talked about the inner circles. This inner-circle is the vast public who want to help and who recognize their responsibilities and who want to include and bring in the outer circles.

"All of our panel participants worked very hard. Then we got all the membership together and a miracle happened. They wanted to talk and discuss endlessly. After 45 minutes, they said as they always do: That we are dedicated and enthusiastic and then they said, we are pretty well tied up in the problems of our libraries but we try to look beyond these problems. One person said she could weep with shame because several communities had no telephones in their libraries. All our discussion was warm and sympathetic. We asked this group, what can each of you do? Immediately, they didn't know what they could do. One superintendent said certification figures were too low, then he floundered. We had a public library trustee and she **did** know where to go, she made it very clear that she was going to visit her librarian. If the librarian would start action among certain groups, she was going to help her library and she was going to inform her community of that library's needs in any way she was called upon to do so. Then, by one of those wonderful flukes, we had the showing of the colored slides. This was a perfect example of leadership by the librarian and the service officer and then by the total community. We all recognize that we could do all of this if we pull in our total community.

"As I mentioned earlier, our small groups sat here talking and turned in pages of recommendations. Every recorder turned in reports and they were a very rich source of information. Many of the groups said the same things but every single group said:

1—We must communicate

  (a) with the students,

  (b) with those we serve and those who help us,

  (c) with the teachers, principals, superintendents, government officials, state library; and even with the ALA.

Communication is a two-way street; we not only talk but also listen and the result is that we feel strongly about the need to educate people. We are going to educate all segments of the community about the need for financing. We are going to do a much better job on educating our staff members and ourselves. We have to educate ourselves in the more effective use of personnel in job descriptions, in salary scales, and educate ourselves in delegating responsibilities.

"Lastly the groups said we must take action. How are we going to take that action? Definitely it should come from some advisory committee. Some said the committee should be composed of librarians; some said representative teachers and principals; and here we forgot Mr. Snyder's advice. One of the things we want to take action on immediately was improved in-service training. We should have boy pages; men make good librarians too. We want to stimulate them to want to become librarians. We were concerned about some of us several years back who lacked training. We all know that we need more workshops. We must begin immediately on training people to use the library. The suggestion was made that we might give library instruction at each grade level. We might tie in more closely with the ALA recruitment office, and there were suggestions that we might have scholarships. We should have scholarships at the state level. We should look very hard at our present legislation. All of the action centered in the librarian and the trustees. We cry long and loud and hard about our needs. But the kind of action that is going to make improvements in the situation must be with a total effort on the part of everyone and then you will make progress. All citizens must act before action is progress. We said at the beginning that a student is anyone sincerely interested in learning. We examined all elements and we accepted a real responsibility. We must be willing to take the initiative. We must be willing to go home and say, 'I am going to do a better job in my own community. I am going to reach into my community from the inner circle to the outer circle. I am going to talk with them and see that they are spurred to action.'

"The quote for this talk was taken from the Des Moines Register Tribune which stated in an article 'Should we sleep well at night?'. They concluded that if the kids are in the library, they are safe. You don't sleep well at night, I think, when you know that cooperative action **could** be taken to make your libraries better places for citizens of all ages to further their education and that we have failed to take full advantage of these human resources."

LIBRARY SERVICE TO YOUNG PEOPLE

Mrs. Stevens then introduced Mrs. Margaret A. Edwards, formerly Coordinator of Young Adult Services at the Enoch Pratt Free Library in Baltimore. Mrs. Edwards' excellent talk was called "A Book is to Read." (This address will be reprinted later in the Fall issue of MONTANA LIBRARIES.) Mrs. Edwards asked Mr. Lawrence Hodges, Assistant Professor of Library Education at Montana State University, and Mr. Robert Moran, Librarian of the Red Lodge Public Library, to give sample book talks. Mr. Hodges did a most amusing scene from Frank Gilbreth's "Belles on Their Toes" and Mr. Moran did a short scene on Scout's musing over the trial in Harper Lee's "To Kill a Mockingbird." Mrs. Edwards then constructively criticized both reports and emphasized the points and proper procedure to be made in a good book talk. Mrs. Edwards then asked if we would like to hear an example of the way she would give a book talk and did the poignant graduation scene from Betty Smith's "A Tree Grows in Brooklyn."

LUNCHEON, 12:00 NOON

Mrs. Helen Bertelson of the Billings Friends of the Library presided at the luncheon and assisted in the presentation of prizes. Mrs. Robert Herrig of the Lincoln County Library in Libby won "Montana Pay Dirt" for the person who traveled the longest distance to come to the conference; Mrs. Jacobs accepted another copy of "Montana Pay Dirt" for having the largest number of people present from the city of Great Falls. Door prizes were won by Natalie Sliepcevich, Roger Spillers, Mrs. Margaret Camm and Mrs. Joseph Colasuonno. The R. R. Bowker Company graciously donated the door prizes. The luncheon address was given by Dr. George Rollins, Professor of Social Science at Eastern Montana State College in Billings, It was called "Yankee Ingenuity—Mormon Style."

Fifth General Session

Saturday, May 2, 1964—1:30 P. M.

Mrs. Lucille Anderson, Librarian of the Glacier County Library in Cut Bank and Vice-President Elect, introduced Mrs. Margaret Edwards who continued the second session on "Library Service to Young People." Mrs. Edwards selected several of the posters which the membership had been asked to bring to the conference to criticize and then gave some wonderful pointers on how to display a poster and just what a good poster is. She asked the group to think up a caption for one of the posters and reminded them that an effective poster avoids "preaching."

At the request of the membership, Mrs. Edwards then spoke on the problem of censorship and the student. She suggested that everyone be familiar with the brochure put out by the National Council of Teachers of English called "The Student's Right to Read." She then gave some very timely advice on how to meet the would be censor in your community. She said it is essential to read a book first before you decide to purchase and when you read it, do it with the idea that you might be criticized for the purchase of this book. Ask yourself if you will go to bat for this book. You look like a coward if you purchase a book and then backtrack and do not stick to your guns for your decision. She said the librarian needs to stand in her community as a person of courage and ability. She should know ahead of time that she will not always be without criticism and should have a written book selection policy. If you have convictions, you must defend them. She told of a school with a committee to receive complaints. This committee asked the critic to first write out its complaint. Second, ask, do you represent an organization or are you standing alone? Third, for what age group would you recommend this book? Fourth, are you aware of the judgment of this book by reliable critics? Fifth, what would you like your school to do about this book? Sixth, what book of equal quality would you recommend?

She noted that some librarians object to "Lord of the Flies," "Catcher in the Rye," "A Separate Peace." These three books are the most popular books with teenagers at the moment. She said she believed the question that bothered most people in Mr. Golding's "Lord of the Flies" was whether children did revert to savages or not. She asked, when are you as librarians going to let people start thinking for themselves? Her explanation of Mr. Golding's attitude in his "Lord of the Flies" philosophy is that the author can't forgive the horror of the concentration camps. "Whether you believe it or not," she said, "I think the teenager should be exposed to ideas of every kind." It should be no surprise to you to know that you are often censoring books when the teenager himself has already read them. Her advice is to encourage the child to come back and talk about the book to the librarian. However, the librarian must be prepared to talk rationally and unemotionally about any controversial book and to be sure of what the literary critics have said and to know in detail its plot and characters.

She used Maugham's "Of Human Bondage" as an example. She asked, was Philip's bondage to his attachment to Mildred, to his club foot or to himself? She insists that a librarian not try to impose her opinion.

Following Mrs. Edwards excellent program, the membership took tours by bus of the Eastern Montana College Elementary Library, the Rocky Mountain College Library, and the Evergreen Branch Library.

BANQUET

Saturday, May 2, 1964—7:00 P. M.

Mrs. John P. Shannon, State President of the American Association of University Women and member of the National Library Week State Committee, from Billings, presided. She introduced the guests at the head table who were the new officers for the Association, our honored guests, and speaker, William L. Baillie, Attorney at Law, and member of the State Library Commission, from Great Falls. Mr. Baillie's fine address was "Responsible Citizenship and the Library."

After his noteworthy talk, Natalie Sliepcevich presided at the installation of officers and gave the gavel to President Elect, Roger Spillers. Mrs. Clare Smith, Chairman of the Resolutions Committee, gave the following report.

REPORT OF THE RESOLUTIONS COMMITTEE

WHEREAS, the efforts of ALA are continually being directed toward better public relations and because it is helpful for librarians everywhere to work closely with their radio stations, ALA is cooperating in the observance of National Radio Month during May this year,

BE IT RESOLVED that the Montana Library Association, in cooperation with ALA, plan events on a statewide basis and urge all libraries to participate on a local level.

WHEREAS, the Montana Library Association, in conference assembled, is cognizant of the many courtesies extended to it by the City of Billings and its citizens and of the great amount of planning and work by the conference committee and the exhibitors,

THEREFORE, BE IT RESOLVED that this Association goes on record as expressing its unqualified gratitude and hereby instructs the Secretary of the Association to write suitable letters of appreciation to all organizations and individuals whose support and assistance have helped to make this conference such an outstanding and memorable success.

Mrs. Clare Smith, Chairman

BUSINESS MEETING OF THE TRUSTEES AND FRIENDS DIVISION

Saturday, May 2, 1964—8:30 A. M.

Mrs. Cara Musser, Chairman presided at this meeting. The motion was made by Mrs. Margaret Warden, seconded by Mrs. Velma Pemberton and carried that the Division keep the present slate of officers for a second term. The annual report of this year's activities was approved and adopted by the Division as submitted. Mrs. Musser reminded everyone of the special trustees meeting at the PNLA conference in Glacier Park at the Many Glacier Hotel, Sept. 3-5, 1964 and urged as many to attend as could.

The following discussion took place concerning the duties of trustees:

Mrs. Graybill: We found during our tabulation of the Self-Survey that so many of our libraries in Montana had no book selection policy. We found, too, that orientation of new trustees was needed, but we should remember that the new boards do not have to follow the dictates of old boards.

Mrs. Ruth O. Longworth: The recommendations in the Small Library Project pamphlets on the public library trustee are excellent guidelines on good board procedure and policy.

Mrs. Cara Musser: Sometimes too many library trustees think they must follow tradition. Let us try to attend the special trustees meeting on Sept. 4th in Glacier Park and also the national ALA conference in St. Louis beginning June 28th, and get some new ideas. Mrs. Musser called for volunteers to be a member of a committee that will choose the "Trustee of the Year" for the State of Montana.

Mrs. Margaret Warden: I speak as a member of the ALA Jury of Citation for the trustee awards. Would it be possible for people to write in their choice?

Mrs. Myrtle Cooper: I should like to show you the Billings Friends of the Library scrapbook for Sue Chemadurow. New library registration cards and an invitation to join the Friends of the Library go out with the Welcome Wagon. The Junior Great Books course is also sponsored by the Friends of the Library. I have felt all along that your best contact is the personal one. We have one member who went out and got 70 members for the group in one week. Now she is starting in on the banks. She is going to get the employees to take out memberships. It is a token contribution but we get their interest by being a card-carrying member. It is up to the Friends group whether they want to give gifts or subscriptions. Mr. Snyder reminded us that people are very interested and responsive. Our Friends of the Library Newsletter is published 4 times a year and at our annual dinner we have a writer speak to us. The Friends of the Library do pressure for the library's budget.

Mrs. Sue Chemadurow: Our Friends group is an outer circle for the library.

Mrs. Alma Jacobs: Our Friends group spent the first part of the year licking their wounds from the last bond issue failure. After that they changed their direction. They now have the idea of publicizing service to the total community and building up the science collection. The Friends group had a math instructor and Air Force instructor speak to them on forthcoming needs. They hope to build up their forces for the next campaign. They, too, have sponsored a Great Books program. They want to give the impression of not being just an "asking group." In 1959 they lost 4 to 1; in 1963, they lost 3 to 1; and expect to do far better this year with their dedicated Friends group.

Mrs. Miracle: There is a general feeling that we are overburdened with taxes. We should not feel that this is a personal thing.

Mrs. Sue Chemadurow: Our Friends have been organized for the last 4 years and we have in the back of our minds a new library building. We are slowly gaining support. We want to put our accent on service. We have had some modest success. We try to bring a lot of people into the library and we had 250 hear Mrs. Scherf. At our discussion series during the winter our attendance is from 25-50 for the 6 sessions. The idea is the emphasis on service.

BUSINESS MEETING OF THE MONTANA ASSOCIATION OF SCHOOL LIBRARIANS

Saturday, May 2, 1964—8:30 A. M.

Compiled by Irene C. Greenleaf, Secretary

The president, Mrs. Richard Stevens, called the meeting of the Montana School Library Association to order in the assembly room of the Northern Hotel at 8:30 in the morning. The secretary, Mrs. Irene Greenleaf, read the minutes of the 1963 meeting. The minutes were approved as read.

Mrs. Mildred Valach, treasurer, read her report and it was approved. We have $65.05 in our treasury.

Mrs. Frances Dufraine reported on Professional Training and Standards. There is a movement to improve instruction in the use of the library. WICHE money is available for scholarships. Miss Warncke said that library schools are not paying their way. Recruitment is difficult because of that. So that students will know how to use the library more efficiently there is a request afoot in the higher education units that every student be required to take a course in the use of the library. The opinion was expressed that elementary schools are not being reached in this recruitment effort.

Mrs. Gadbow gave a report on public relations. She congratulated Mrs. Stevens on the fine job she had done in that area.

Mrs. Tish Johnson reported on Student Librarians. She mentioned that their services are needed—and mentioned also the fine Montana Student Librarian Convention which was held recently in Hamilton.

The nominating committee headed by Tish Johnson nominated the following officers for the next year:

Eleanor Ivankovich—Chairman
Betty Little—Vice Chairman and Chairman Elect
Helen Dresen—Secretary
The slate was unanimously adopted.

Mrs. Stevens reported on National Library Week. She sent letters to every administrator concerning National Library Week activities in their schools. She received 90 replies.

Mrs. Greenleaf read a letter from Mr. D. D. Cooper explaining departmental status. Mrs. Stevens said it will be possible to be recognized nationally—but if we set up a state departmental form it might weaken ours. It was brought up that we could have minimal dues of $1.00 to send a delegate to MEA convention in an effort to maintain a closer liaison with the planning committee. Our representatives could then report. There is a great deal of red tape to be ironed out before we accomplish our goal.

Mrs. DuFraine made the motion that an explanation be sent to each member of MSLA confining explanation of what we desire to one page history and page 2 a list of recommendations—plus a penny post card to each member so that she may vote by mail. The motion was seconded and carried.

It was suggested that the presidents of each of the five library sectionals go to the meeting.

The meeting was adjourned.

BUSINESS MEETING OF THE COLLEGE AND RESEARCH LIBRARIANS

Saturday, May 2, 1964—8:30 A. M.

Minutes of the meeting held May 2, 1964, at the Northern Hotel, Billings, Mont. Kathleen Campbell presiding.

Members present:

Kathleen Campbell
Jean Davis
Mary Dempsey
Helen Ewing
Lesley M. Heathcote
Lawrence Hodges
Michelle Mehl
Muriel Mixon
Constance Piccioni
Lucie S. Reedy
Sister Rose Francis
Josephine B. Self

Minutes of the 1963 meeting were read and approved.

OLD BUSINESS

Document Distribution. This activity has been taken over by the association as a whole, thus removing it from the responsibility of this group.

Local History. No progress could be reported in the collection of local history. Lesley Heathcote moved that the collection of historical material be turned over to the entire association since it involves public libraries to a great extent. Seconded and carried.

NEW BUSINESS

Library Education. Mr. Hodges introduced a discussion of this group's role in library education. Discussion brought out that this responsibility belongs to the Education Committee, a committee within the association's Library Development Committee.

Divisional Status. Miss Heathcote expressed opposition to the formation of a college and Research Division within the association because of the few members involved in this area. She moved that the group not form a division. The motion was seconded by Mary Dempsey. Discussion centered around the smallness of the group and the fact that, if a division was formed, it would be required to hold meetings and present an agenda for discussion. There might often be times when such meetings would not be necessary. Motion carried. The group will remain as an informally organized unit meeting to discuss problems as they arise. The chairman will be responsible for arranging the meeting and presenting the agenda.

Lucie Reedy was named chairman for the 1965 meeting.

Kathleen Campbell agreed to appear before the association's board and present a recommendation that there be a committee appointed to collect and preserve material relating to local history.

Meeting adjourned.

Respectfully submitted

Jean Davis, Secretary

ANNUAL REPORTS, 1963-1964

REPORT OF TREASURER

April 1, 1964

GENERAL FUND:

Receipts:

Balance, April 1, 1963	$1,765.56
Memberships	992.75
Exhibitors Fees, 1963 Conference	155.00
Sale of Meals and Registration Fees, 1963 Conference	1,765.25
Gift	1.00
Mabel Miller Memorial Fund Gift	2.00
Balance Transferred from Montana Library Quarterly Fund	21.78
Sale of Back Numbers of Quarterly	6.00
Exhibitors Fees, 1964 Conference	160.00
	$4,860.34

Disbursements:

Expenses, 1963 Conference	$2,246.46
Supplies and Postage, Treasurer-Membership Chairman	69.80
Expenses, Legislative Chairman	19.19
Expenses, President	14.50
Expenses, National Library Week	29.50
Transfer to Quarterly Fund for Expenses	107.94
Expenses, Library Development Committee	331.02
	$2,818.41
Balance	$2,041.93

BALANCE, GENERAL FUND	$2,041.93
BALANCE, MONTANA LIBRARY QUARTERLY FUND	00.00
BALANCE, SCHOLARSHIP FUND	226.31
BANK BALANCE	$2,268.24

(Mrs.) Rita M. Nelson, Treasurer.

MONTANA LIBRARY QUARTERLY FUND

Receipts:

Balance, April 1, 1963	$ 319.22
Subscriptions	10.00
Sale of Back Numbers	4.50
Sale of Advertising	28.00
Transfer from General Fund	107.94
	$ 469.66

Disbursements:

Expense and postage	$ 335.23
Binding of Quarterly	3.40
Refund of Subscriptions and Advertising	109.25
Transfer to General Fund To Close Account	21.78
	$ 469.66
BALANCE	$ 000.00

Account Closed February 5, 1964

SCHOLARSHIP FUND

Receipts:

Balance, April 1, 1963	$ 97.56
Sale of "Books are Friends"	84.50
Gift, Hanson-Bennett Agency	23.25
Gift, Hertzberg Bindery	21.00
	$226.31
Disbursements:	$ 00.00
BALANCE	$ 226.31

REPORT OF THE COMMITTEE FOR CENTRAL DISTRIBUTION OF STATE DOCUMENTS

The State Documents Committee of MLA was created to study the problem of distribution of Montana state documents and to recommend a distribution system providing greater public availability of these documents to the public particularly through libraries. The recommendation of the College and Research Division suggested cooperation with the Montana Legislative Council in a study which would lead to appropriate legislative action. However, no directives for procedure were laid down for the Committee.

For at least two reasons, the Committee decided against requesting the Legislative Council to undertake this study. For the present biennium, the Legislative Council's full schedule of authorized research projects would preclude this additional study. Furthermore, the Committee found that recent experience in Washington on a similar project indicated the major effort must be carried by the librarians.

The Committee defined its function as two-fold: (1) to make a study of the distribution of Montana documents; and (2) to prepare recommendations for improving the system of distribution.

Progress toward a study of the present system includes compilation of Montana state statutory provisions on the following aspects of state documents:

(1) State reports to be published.

(2) Printing of state reports.

(3) Distribution of state reports and other publications.

(4) Sale of state publications.

Information concerning distribution systems in other states has been studied in the report of the Washington State Legislative Council, **Distribution of State Publications, Examples and Comparisons,** August 1961, and in the Washington State Library's **Comparative Survey of State Documents Distribution** covering 38 states.

The Committee recommends further study of the subject (1) to gain information concerning the needs of Montana libraries for state documents; and (2) to gain information on the publication and distribution policies of state agencies. Questionnaires have been prepared to secure this information. The Committee concluded that such further study and investigation is advisable as a preliminary to legislative action.

The Committee supports the following principles to be incorporated in legislation authorizing a centralized documents distribution system:

(1) Establishment of a system of depository libraries.

(2) Establishment of a system of document exchanges for libraries outside the state.

(3) The State Library is the logical agency for performing this function when it is located in the state capitol. The State Library and the State Historical Society Library should coordinate a depository system and exchange system.

(4) State document shall be so defined as to insure inclusion of all state publications in a distribution system.

(5) The agency acting as the centralized distribution agency shall prepare regularly a list of state documents.

Mary Dempsey
Ruth O. Longworth
Lucile Speer, Chairman

REPORT OF THE COMMITTEE ON MEETING PLACE

The Committee on Meeting Place has received invitations for the 1965 conference of the Montana Library Association from Butte and Anaconda. The most pressing invitation has come from the city of Anaconda which sent invitations from the Hearst Free Library and from the Anaconda Chamber of Commerce.

Joy Hamlett, Chairman
Nora Fulmor
Shirley Jones

REPORT OF THE CONSTITUTION COMMITTEE

The Committee has proposed the following changes in the constitution and bylaws of the Montana Library Association:

Constitution

Art. IV, Section 1. Add a sentence: "The Librarian of the Montana State Library Commission shall be, **ex officio**, a member of the Executive Board, without the right to vote."

Explanation: This will keep the Association and the Commission in close touch, so that cooperation in programs and projects is assured.

Bylaws

Art. IV, Section 2. Delete the last clause, i.e. "and announced in the next issue of the MONTANA LIBRARY QUARTERLY."

Explanation: The Montana Library Quarterly, having ceased publication, should be deleted from constitution and bylaws.

Art. V, Section 1f. PUBLICATIONS COMMITTEE. Delete entire section.

Explanation: This committee was specifically set up to edit, produce and distribute the Montana Library Quarterly, which no longer is being published.

These have been sent to all active members and will be voted on at the Annual meeting in Billings, May 1-2, 1964.

Mrs. Helen M. Ewing
Miss Lesley M. Heathcote, Chairman

REPORT OF THE LEGISLATIVE COMMITTEE

This report will not be too long, but I do want you to know that the Legislative Committee is starting to work for some great improvement in the Library Budget for the Montana Library Commission for the next biennium.

As you may remember, one of the recommendations of this committee last year was to start work much earlier on an improved budget for the State Commission. This became necessary because the printed budget, already signed by the director of each department, was presented to the legislators when they arrived in Helena for the legislative session. It was impossible to get an upward change in the total amount at this time.

At the suggestion of Governor Tim Babcock, I called his office to make an appointment with him and the Director of the Budget, Richard Morris, early in March. Mr. William Baillie of Great Falls, a member of the Montana Library Commission, and Mrs. Richard Ellis, Great Falls Trustee, went with me. Bill Baillie acted as spokesman for our group and asked that the State of Montana consider a realistic approach to the library budget. He said that the State of Montana not only **should** but **must** put in the greater share of the budget money to make the agency a **state-supported** commission. I told the two men about the large state-wide committee that is now being made up in the state to press the legislative program for the state library. Mrs. Ellis, although a new member of the Great Falls Public Library Board, stressed the importance of supporting this agency with state and not largely federal funds.

We spent an hour with the Governor and Budget Director and came away feeling that, they, at least, were more informed and more interested in a good state library than they had been before. Plans call for intensive work right after the primary elections to inform each and every candidate on the library, its budget needs, its functions and to show them that interest in the library program is a big and important issue in this state.

With the terrific interest being generated on the national level in Library Services, with more federal monies being allocated and with the increased reading and usage of all of our libraries, it now behooves us all to boost, talk, and educate everyone in the state on its importance to the growth of Montana.

I am planning to go to Washington in April and I hope to meet with Germaine Kretteck and get some more wonderful help on how to expand our Montana library legislative program. She attended our conference in Missoula at MLA a few years ago and should be full of new ideas.

I would like to take this opportunity to thank each and everyone of the librarians, trustees and friends of the library, who, in the last 15 years have laid such a sound and dedicated foundation program for any improved library legislation. It's amazing how much has been accomplished and even though it has been slow, it is now leaping ahead in great bounds and you earlier efforts are bearing fruit.

As the legislative plans become more definite, I'll keep you posted on what is being done and how you can help. Don't forget to send me the names of interested people so that I can continue to add them to the mailing list.

During MLA in Billings, I hope to have a short legislative meeting for those of you who are planning to work on this program. Thank you again for the wonderful help you have been to me and to the Legislative Committee!

Mrs. R. D. Warden

Legislative Chairman, MLA

REPORT OF THE LIBRARY DEVELOPMENT COMMITTEE

The Library Development Committee met on February 3, 1964, at the Northern Hotel in Billings with Mrs. Alma S. Jacobs, Chairman presiding. The report of the Committee meeting which was held in Great Falls on November 6, 1962 was read. Mrs. Jacobs then gave a brief summary of progress resulting through committee recommendations for action:

Interim Standards for Small Public Libraries; Guidelines toward achieving the goals of Public Library Service were presented to the membership of the Montana Library Association and were officially adopted as state standards at the conference in Great Falls on May 11, 1963.

The **Self Survey for public libraries** was undertaken by the Trustees and Friends Division of the Montana Library Association and brought to a successful conclusion. Findings and recommendations will be presented to the Association by Mrs. Leo Graybill, Chairman, and the members of the Survey Committee in May at the Billings conference.

Approval of Montana's Plan under the Library Services Act for library development was reaffirmed at the 1963 meeting.

The Committee appointed to study a plan for state aid is continuing its study. A report from the Committee is included on the agenda.

Mrs. Jacobs welcomed the new members of the committee, which now includes public school, college and university libraries in the state. A lack was recognized in that the committee did not include special libraries. It was voted that President Natalie Sliepcevich be asked to appoint Mary Dempsey of the Historical Society Library to the committee to remedy this. Voted, too was that the president appoint representatives from Trustees, School Boards, School administrators and friends of the Library to the Committee.

Mrs. Jacobs discussed the over-all purpose of the Committee and stressed the importance of planning. A plan for developing the total subject and reference resources of all types of library service in the state must be written. This is the responsibility of the Library Development committee, representative of all types of libraries and all those in Montana who are interested in education.

Preliminary to discussion of this plan and to hearing reports of progress, Miss Campbell reported briefly on the Public Library Association Committee on Interlibrary Cooperation. The open meeting in Chicago last July was entirely concerned with the topic of cooperation between all types of libraries, with Ruth Warncke the keynote speaker. She said that the profession has failed to think in large enough terms and the Conference within a Conference may be the first real step toward library cooperation in the future. "Cooperation occurs only when the focus of attention is on the needs of the library user rather than on the status of the library or the convenience of the staff. It may be costly and difficult. It is likely to create constantly changing situations . . . It is so demanding that it should not be undertaken unless everyone concerned is committed to improve service and to a long term plan."

Fine progress reports were presented by the coordinators of the three existing federations of libraries. Mrs. Smith and Mrs. Coombs reported jointly on Sagebrush, starting with some background information on its beginnings: the early hestitancy on the part of many of the librarians and the residents of this large, sparsely populated area to undertake such a venture, untried and unproven. Doubters have become solid supporters and the climate of opinion is highly favorable. Financial support is readily forthcoming and all of those involved work diligently to make the service better and more far-reaching.

Mrs. Herrig reported progress and growth in the Northwest Montana Federation: increasing use of films as an adult education feature and growing enthusiasm for the bookmobile service. Best news is that the new Lincoln County Library building is nearing completion. There is hope that the dedication can take place on the first day of National Library Week, April 12, when Mrs. Herrig's Library receives the $1,500.00 Dorothy Canfield Fisher Award as one of the top ten winners in the nation.

Mrs. Jacobs reported good progress in the Great Falls Federation and said that they were looking forward to the new Gerstenslager bookmobile which will serve the rural areas. Discussion amongst the group was general on the problems of good scheduling and the improvement of this service. All three coordinators agreed that they were following a golden rule in stocking the bookmobile only with the best of their collections. Mrs. Jacobs assigned to Mrs. Marie MacDonald of Glendive the **Standards of Quality for Bookmobile Service,** published by the Public Library Association of ALA. She will report on this publication at the next meeting of the Library Development Committee. Mrs. MacDonald of Glendive and author of **After Barbed Wire,** was a visitor at the meeting. She will be a member of the library profession after July 1st.

Miss Campbell and Mrs. Longworth reported on the exciting new federal legislation: the Higher Education Facilities Act, which provides matching funds for the construction of colleges and universities and the expanded Library Services and Construction Act. The Act will make more funds available to all the states and territories in the future, without being restricted to rural areas, as is now required. It increased the present national total of $7.5 million per year to a national total of $25 million per year for each of the next two years for public library services. It adds, also, for the first time for this purpose, $20 million per year this year and for each of the next two years for construction of public library buildings and facilities. In effect the new Library Services and Construction Act amends the present Library Services Act. As in other years, the amount received by each state depends upon the amount appropriated by Congress. The Act authorizes the above amounts but Congress decides upon the appropriation.

Copies of **Standards for Library Functions at the State Level** had been distributed earlier to every member of the Committee for study. Mrs. Longworth pointed out that the primary recommendation of the standards: special library service to state government—to officials, agencies and institutions, was not at present possible since the Commission is located outside the Capitol. She reported that the possibility of a move to Helena was being investigated.

Much time was given to discussing Chapter IV of the standards, **The State and State-wide Library Development,** standards 21-33. The consensus was that in general, Montana was headed in the right direction and in conformity with the standards. Failure to meet standards is occasioned by lack of resources and financial support. The recommendation for activities (central reporting and publishing of statistics for School, Public and College libraries by the state) not earlier undertaken, are now in the process of compilation.

Mrs. Davis and Miss Whitmack reported on the Wezeman survey "Would a combined college and public library building be a good thing for Billings, Montana?" Mr. Wezeman proved conclusively that the proposal was ill-advised. His recommendations have been generally accepted and there is no further talk of such a plan. Discussion of such joint operation with school and public libraries prompted Mrs. Jacobs to assign "The School-Housed Public Library," (ALA) to Roger Spillers to report upon at the next meeting.

The Committee to study a plan for state aid, with Mrs. Clare Smith, Chairman, Mrs. Perl Coombs, Mrs. Robert Herrig and Ann Whitmack, reported on their preliminary study, which was based on the Colorado State Plan. Mrs. Smith stated that in thinking about state aid, these questions should be considered:

1—Does Montana have some form of state aid?

2—Does Montana need some form of state aid?

3—Are library opportunities nearly equal throughout the state?

4—Are all counties in Montana carrying the same financial load?

5—Is Montana wholly or partially dependent upon federal funds for state aid?

6—Does Montana have any long range plans for state aid?

Mrs. Smith discussed the merits of the Colorado Plan and recommended it highly for its all-inclusive provisions. Miss Whitmack took exception to the plan for state aid in Montana for the following reasons: the present tax situation; the political situation and the fact that Montana is rapidly becoming and will become entirely urban. She recommended that the State Library Commission be reinforced and its services extended and improved.

Mrs. Longworth pointed out that the benefits of financial assistance had been established by the program under LSA. The counties need an equalization program patterned after the present foundation program for schools. She said that if we believe that libraries are educational institutions and serve a vital community need, we must work for their support. She recommended that all members of the full committee have an opportunity to read Colorado's plan and that we have some similiar plan ready in the event that the economic situation and the political climate warrants such a proposal. The Chairman proposed that further discussion be carried on at the next meeting of the Committee, when all members would have read the Colorado Plan. She asked that a written report be given by the sub-committee, to include a minority report by Miss Whitmack.

The newly appointed sub-committee on Library Education includes Dorothy Gelhaus, Lesley Heathcote, Jean Davis and Larry Hodges, Chairman. Mr. Hodges asked that the sub-committee be expanded to include Mr. Rossiter and one individual representing the school administrators. He stated that the committee hopes to meet together for further study and recommendations. Mrs. Jacobs suggested to Mr. Hodges that his sub-committee report to the full Library Development Committee at the meeting of that committee on April 30, to report on their meeting.

Mr. Hodges outlined the purposes of the sub-committee on Library Education as now seen as follows:

The purposes of committee activity as now seen are:

1—A determination by examination of catalogs and by questionnaire of what is now available in library training in the state.

2—An attempt to determine the need not now met for training librarians in the school, public and college fields.

3—An attempt to determine what effect if any, a more rigid enforcement of library standards would have on library training.

4—Does the inability of librarians to obtain advanced training in Montana work a hardship on the profession? (a question).

5—Are there implications for library training programs because of the expanded library Services Act?

The Committee would like to consider:

1—Could a program of workshops at selected places with courses given for credit by specialists help to fill some of the gaps in library training?

2—Could greater consultant service improve the situation?

3—How can the profession promote the use of better trained personnel by school administrators and library boards?

4—Should a graduate program, either in or out of the School of Education at Montana State University be considered?

Mr. Hodges announced that final plans have been made for the summer workshop to be held at the Montana State University, July 20-31, 1964. The topic is "Library Service for Young Adults." Jean Crabtree, Librarian, Garden City New York High School and Alma Jacobs will conduct the institute.

Mrs. Johnson was not able to attend but sent her report of the School Library Development Committee. A survey and study of school library needs had culminated in the following plans:

Short Range Plans

to publicize and encourage use of the GUIDE FOR MONTANA SCHOOL LIBRARIES;

to encourage library instruction, grades K-12, and to encourage wise use of library materials (books, filmstrips, recordings, and other learning materials regardless of format);

to promote public relations programs that show the library to be an essential part of any quality education effort and to develop a climate favorable to the attainment of the American Association of School Librarians SCHOOL LIBRARY STANDARDS, 1960 (slides and transcriptions are in process now);

to make an all-out effort to secure the services of a state school library consultant (now successful);

to provide in-service training through workshops and area-and state-wide conferences.

Long Range Plans

to continue and to improve all of the above;

to work toward improving the educational resources of library training in the state with the eventual establishment of an accredited library school;

to improve state and regional standards;

to work diligently to plan and promote a library program that will provide every school child in the state with the excellent school library service and resources described in STANDARDS FOR SCHOOL LIBRARY PROGRAMS by the American Association of School Librarians, 1960.

Mr. William A. Rossiter, newly appointed Audio-Visual and Library Services Supervisor in Miss Harriet Miller's Office was cordially welcomed by the Chairman and the other members of the Committee.

As a first step toward a state-wide plan for the development of all libraries, the committee agreed that a compilation of statistics and other information on library resources now available in the state would be valuable. The self-survey for public libraries, the results of the study initiated by the School Library Development Committee, the statistics available from the State Library Commission could provide a reasonably good picture of present resources. The Chairman appointed Mr. Rossiter chairman of this sub-committee with Mr. Spillers, Mr. Hodges and Mrs. Longworth to serve with him.

The Committee considered new legislation that might be brought to the Montana Library Association with the recommendation that this be given Association support and be proposed in the next Legislature. It was voted that legislation providing for an increase of the permissive city levy to 5 mills, the county levy to 3 mills, be recommended. A Committee was appointed to study the County library laws, especially the portion relating to library boards and to bring recommendations of changes in the present Montana law. Kathleen Campbell is chairman and serving with her are Lesley Heathcote, Inez Herrig and Ruth Longworth.

The program of the Montana Library Association in Billings on May 1-2, 1964, was discussed. "Service to Students" is the topic. Ruth Warncke will direct the institute, Eleanor Ferguson of ALA will be guest speaker and will take an active part throughout the conference. On Saturday, Mrs. Margaret Edwards, Librarian for Young Adults of the Enoch Pratt Library will conduct a full day workshop on library services to children and youth. The program will feature the brochure School and Public Library Services and Relationships prepared by Harriet Miller's office and the State Library Commission. The program will concern all types of libraries and the Chairman urged attendance for a most rewarding session.

The Committee will meet on April 30, 1964 at 1:30 p.m. in Billings.

Members Present:

Mrs. Alma Jacobs, Chairman
Mrs. Ruth O. Longworth
Miss Margaret Hileman
Mrs. Inez Herrig
Mrs. Elizabeth Pittman
Mr. Roger Spillers
Mr. William Rossiter
Miss Ann Whitmack
Mrs. Mary Antunes
Mrs. Clare Smith
Mrs. Perl Coombs
Miss Dorothy Gelhaus
Mrs. Jean Davis
Mr. Lawrence Hodges
Mrs. Marie MacDonald
Miss Kathleen Campbell
Mrs. A. O. Pemberton, a member of the Montana State Library Commission was also present

Members Absent:

Mrs. Jeane Sturdivant
Miss Evleyn Swant
Miss Natalie Sliepcevich
Mrs. Mildred Grawe
Mrs. Mable Engelter

REPORT OF THE MEMBERSHIP COMMITTEE

April 1, 1964

Active Members:			
School Librarians		88	
Public Librarians		107	
College and Special Librarians		41	
Total Active Members			236
Associate Members:			
Friends		154	
Trustees			
Commission Members	5		
Public Library Trustees	145		
School Administrators	44		
Total Trustees		194	
Total Associate Members			348
Institutional Members			3
TOTAL MEMBERSHIP			587
(Included in the above are 17 Life Members)			
Gain In Membership Since April 1, 1963			57

We are again happy to show an increase in membership in most divisions. The membership campaign was started earlier this year, with renewal notices being sent immediately after Conference to all who did not pay 1963-64 dues while attending the meeting. These notices brought a very good response. In September the usual letters were sent to all public and school librarians, inviting them to join with their staff and their trustees or school administrators. Letters were also sent to individuals over the state inviting them to join as "Friends." In October and January, second and third notices were sent to old members not yet renewed. In spite of our efforts, there have been drop-outs, but enough new members that we continue to grow.

Much assistance was given by Mrs. Longworth and her staff of the State Library Commission, who have mimeographed all letters and forms, furnished mailing lists, information and advice.

Mrs. Rita M. Nelson, Chairman
Mrs. Patricia Stevens
Mrs. Cara Musser

REPORT OF THE MONTANA AUTHORS COMMITTEE

The Montana Authors Committee continued the work of listing the names of Montana authors not already in the files and listing new publications by Montana authors. Biographies already collected have been brought up-to-date where possible, and biographical data will be requested for authors who have come to the attention of the committee.

Mrs. Jean Davis
Doris Wilson
Mrs. Mabel M. Brewer, Chairman

REPORT OF THE NOMINATING COMMITTEE

The Nominating Committee of the Montana Library Association submits the following slate of officers:

President
Roger Spillers, Librarian, Helena Public Library, Helena

Vice-President and President-Elect
Mrs. Lucille Anderson, Librarian, Glacier County Library, Cut Bank

Secretary
Mrs. Mable Brewer, Assistant to the Librarian, Montana State University, Missoula

Treasurer
Mrs. Rita Nelson was elected last year for a two-year term.

PNLA Representative
Mrs. Alma Jacobs, Librarian, Great Falls Public Library, Great Falls.

Ballots were sent out to all active members.

Florena Vinal
Roger Spillers
Mrs. Mary Antunes, Chairman

REPORT OF THE PUBLICITY COMMITTEE

The Publicity Committee of the Montana Library Association for 1963-64 wishes to report that a request was made in **Montana Libraries** that all libraries submit samples of their publicity and brochures to be incorporated in a scrapbook. Reminder letters were mailed several months later. Written reports will be summarized in a chart which will be shown with the scrapbook at the M. L. A. Conference.

Notices of the Conference were sent to the **Library Journal, Wilson Bulletin,** and **A.L.A. Bulletin** to be published in their calendars of events.

Mrs. Muriel Cooksey
Mrs. Frances Kincheloe
Mrs. Lucille Anderson, Chairman

REPORT OF THE SCHOLARSHIP COMMITTEE

The Scholarship Committee would like to recommend that the Montana State Library Commission program under the Library Services Act be broadened to include scholarships in the field of librarianship.

The Committee also would like to report that the Montana State Library Commission is providing participants in the Federations with scholarships to the Summer Session Library Workshop at Montana State University.

Mrs. Alma S. Jacobs, Chairman
Mrs. Ruth O. Longworth
Miss Lesley M. Heathcote

REPORT OF THE COLLEGE AND RESEARCH DIVISION

No report received.

REPORT OF THE SCHOOL LIBRARIES DIVISION

For Montana school libraries this has been a year of important milestones. MSLA has increased its membership substantially this year. We have seen a heightened interest in library development on the part of superintendents, principals, and trustees. Although there is much work to be done in the development of elementary libraries, applications submitted for consideration for Britannica Awards for 1964 showed a real interest within schools concerning libraries as an essential part of the program.

A long term goal of MSLA, the appointment of a state library supervisor, was reached with the addition of Mr. William A. Rossiter to the staff of the Montana State Department of Public Instruction as Supervisor of Library and Visual Aids.

The chairman of MSLA acted as liason for the Britannica Awards and applications for Belfry Elementary School and Missoula School

System were submitted for final consideration. Missoula's library development program placed among the top ten in the nation. The work of Mrs. Peg Gadbow, central librarian for the Missoula Elementary Schools, was praised highly by the Britannica awards committee.

Student librarians have received active support and encouragement from MSLA as they planned their district organizations in Montana. The state meeting of student librarians is also supported by MSLA members.

MSLA took an active part in planning and carrying out the activities for National Library Week in Montana. In addition MSLA has shown an active interest in securing the cooperation of administrators for library development. Billings West High School (librarian Mrs. Frances Wells) was chosen to take part in a study of young adult reading by AASL's Young Adult division. MSLA cooperated in planning library sections for MEA districts in the state, including the state meeting at Missoula under the guidance of Mrs. Gadbow and Mrs. Letitia Johnson in particular.

Members of MSLA have supplied informational articles and reports to PTA, Montana Education, and Montana Libraries as well as to our national organization.

Mrs. Pat Stevens, Chairman

REPORT OF THE TRUSTEES AND FRIENDS DIVISION

As a Division, our most important activity for the year has been ably accomplished by the Committee on the Survey of Public Libraries and our thanks are due to Mrs. Leo Graybill, Chairman and Mrs. Selden Frisbee for their fine efforts. The report which follows will be of great interest to us all.

It is gratifying to note that our membership has increased. We are coming closer each year to reaching our ultimate goal of 100% trustee membership and representation of our Friends in every community. Let us all work tirelessly toward this achievement.

Members of our Division are to be commended for outstanding service for their libraries. I would like to recommend that we recognize these fine people by an Award of Merit and that we make this a yearly event. Since we include both Trustees and Friends, it would be good to recognize one in each category and we could have the presentation either a part of our National Library Week observance or at our annual Conference. We will discuss this further at our business meeting on Saturday morning at 8:30 A.M.

I know that we will have a good attendance at Billings, May 1st and 2nd and may I also urge that all you who possibly can will attend the Trustees Division meeting of the Pacific Northwest Library Association in Glacier Park, September 3-5. A most excellent program is planned for us. Let us by all means come!

(Mrs.) Cara Musser, Chairman
Trustees and Friends Division

REPORT OF THE COMMITTEE ON THE SURVEY OF PUBLIC LIBRARIES

The Committee believes that the survey was a valuable undertaking. The response was good from the libraries, the questions were answered objectively, and we now have a much better picture of the library situation in the state.

Sixty-three questionnaires were sent to the sixty-three tax supported public libraries. Of these, fifty-nine were returned. Questionnaires were sent to many of the Branch libraries and to the Association libraries, for the purpose of self evaluation. These affiliated and club libraries were not included in the tabulation.

Most of the libraries reported that their boards met regularly each month (except summer months) or at least every two months and that the trustees were quite regular in attending.

Thirty-seven libraries reported that the library board provides planned orientation for new members. Twenty-two reported none.

Thirty-eight libraries reported that the library board had by-laws. Twenty-one boards are without.

Under the question as to whether or not the board has a written statement of the objectives of the library, twenty-two reported in the affirmative; thirty-seven reported that they had no such statement.

Twenty-four libraries have long range plans for library service; thirty-five have none.

Forty-one libraries said that the board functions as a policy making body. Negative answers came from eighteen.

In the questions as to whether or not the board was acquainted with the services of the State Library, fifty-seven reported affirmatively. The two who answered in the negative are constant users of the State Library but apparently are pointing out that the board is not aware of the service.

In the section concerning the budget, the answers were generally favorable and indicated that the librarian was usually consulted in the determination of the budget.

In the portion of the survey concerning the building, it was evident that there was some misinterpretation on the question as to whether or not the library was at ground level. Many libraries reported affirmatively while we know there are considerable steps up to the library entrance. Most of the libraries were aware of the age and poorness of the building. Many had no book-drop returns. There was much emphasis on the fact in sixteen places that there was no suitable or adequate work space for the staff.

This same group protested the heating and lighting. Very few libraries have bulletin boards or use display materials extensively.

The "no" checks for the question: does our shelving conform to the library specification including adjustable shelves, were twenty-five. Five libraries said they needed more space for the children.

In the section concerning staff, it is virtually unanimous that the librarian is "enthusiastic, friendly and well acquainted with her community." Many complained that they had too little time for public relations but felt they accomplished what was most necessary. Many felt they needed additional training to do a better job.

The question, as to whether it was necessary for them to use their own time if help were not sufficient to carry on the work of the library, was answered in the affirmative by sixteen libraries.

Salaries were considered not comparable with other similar positions in ten libraries.

Many would like more in-service training and time off for professional meetings. Most libraries listed that they were acquainted with the professional magazines.

In the section on books and materials, most libraries felt their collections were adequately organized and cataloged. They also felt they had well defined procedures for purchasing and selecting materials.

Forty-seven libraries reported that they maintained the quality of the book collection by regular weeding of worn out, unused, and out-of-date books. Twelve libraries answered negatively.

In the last part of the questionnaire on Our Library Services, forty-five libraries felt that they were serving their community to the best of their ability. Most felt that they gave assistance to club program planning. Forty-five libraries reported that they had story-hours; thirteen have none.

It was about fifty-fifty whether the libraries put their hours in the newspaper every week. Fifty-two reported a good National Library Week program. Six reported that they had none. Reports on NLW to the Executive Director indicate that in the cities where there is no public library program, there is a National Library Week celebration in the schools and in local organizations.

In summary of the survey, the Committee feels that there is first and foremost a need for a far broader program of interpretation of what good library service is. The library image needs to be improved, not only to the public but to the librarians and board members. There is need too for improvement in the structure and government of library service. The survey points up the lack in many instances of good board procedure and board participation. The lack of regular times of meeting, by-laws, book selection policy, and written long-range plans point to the need for further improvement.

Programs of public relations could be strengthened. The utilization of people in the community who could and would spend a great deal of time in helping in this area is recommended.

Salaries are very evidently inadequate and library support is not all that it should be. Here again, a program of interpretation and "selling" the program is indicated.

The Committee wholeheartedly recomemnds area workshops planned to include trustees and librarians to acquaint them with the fundamentals of good library service and the advantages of a system of libraries, and to study ways and means to a better situation. Recommended too is attendance at the state and regional conferences and provision in the budget to underwrite costs of these meetings.

The Committee wishes to thank all of the librarians and trustees for answering the questionnaires and for doing such a conscientious job. It is evident that there is much interest in that the concept of service is present in both the large and small libraries. With these two important factors so evident in the survey, we can look ahead to a prosperous future, for all good things can come about when we work together.

Mr. F. Q. Johnson
Mrs. Selden Frisbee
Mrs. Leo C. Graybill, Chairman

REPORT OF THE ALA COUNCILOR

The July 1963 Conference was the largest (and from my point of view, the best) ever held. A total of 5,602 attended the Conference Within a Conference and shared a memorable three days of work and study. Librarians and Board Members of every type of library were involved in a consideration of ways and means to improve service to students. Dr. Lowell Martin's excellent summary will form the basis of the program of our yearly conference in Billings, so I will not enumerate his recommendations. There is no doubt that the results of the conference will be far reaching and that many other states will follow a like procedure and pattern their conferences after the Conference Within a Conference.

It was not possible for me to attend Chicago Midwinter but I had the complete report from those who did attend. Mrs. Ruth O. Longworth, Librarian of the State Library Commission, Mrs. Alma S. Jacobs, Librarian of the Great Falls Public Library, and Mrs. Jean Davis, Librarian of Eastern Montana College, were present. Montana can be very proud to know that at this convention Mrs. Jacobs was elected to the Executive Board of the American Library Association. This is the first time Montana has had this honor and we congratulate Mrs. Jacobs on this signal recognition.

Perhaps the most dramatic moment in ALA history occurred at the second Council session when Germaine Krettek of the Washington Office read telegrams she had just received from Congressional leaders congratulating the Association on passage of the Library Services and Construction Act. Earlier, John Lorenz of the U. S. Office of Education told a meeting of state Library agency heads that passage of the bill was "an historic moment in public library service."

Last July when the Access to Public Libraries Study was presented it was apparent that there was strong disagreement about the findings and that there was need of further study. This was done and the report of the Library Administration Division to the Council was accepted as most satisfactory.

The place of the Library Administration Division itself in the ALA structure has been under study for a year. The Committee on Organization Report on this subject and its discussion and adoption by Council was another highlight of the meeting.

These three events were by far the most important occurences at Midwinter. Mrs. Longworth reported that the State Agencies meeting was especially exciting since these libraries will have the heavy responsibility of administering the new and expanded LSA program. She says that it was extremely valuable to have the opportunity to receive the advice and counsel of the Library Services Branch on the added obligations.

Comment from all who were there was enthusiastic concerning President Wagman's address to Council. The Association is fortunate in its choice of Mr. Wagman as President.

Kathleen Campbell

REPORT OF THE FEDERAL COORDINATOR

The most exciting library legislation during the past year was the expansion of the existing Library Services Act enacted in 1956. On February 11, 1964, President Johnson signed the Library Services and Construction Act. The principal provisions of the new Act are: 1) The Library Services Act of 1956 which presently is applicable only to rural areas, defined in the act as excluding communities having a population of more than 10,000, is amended to remove this limitation, thus extending the coverage to all areas of the country regardless of size. 2) The effective date of the development of public library service to non-rural areas is fiscal 1965 (July 1, 1964-June 30, 1965). 3) If the supplemental appropriation under Title I (services) of the Act becomes available during fiscal 1964, only rural areas may be included in the state plans for these funds. 4) If the supplemental appropriation under Title II (construction) of the Act becomes available during fiscal 1964, both urban and rural areas may be included in the state plans for the use of these funds. 5) At the beginning of fiscal 1965, all areas of the state whether urban or rural will be eligible to participate in the state plan under Title I or Title II if the area has no public library service or if it has inadequate service. The presently authorized $7,500,000 amount is increased to $25,000,000 for fiscal 1964 and such sums as Congress may determine for the following two fiscal years. 8) $20,000 is authorized in fiscal 1964 for the new construction title. For the following two years, the authorization will be such sums as Congress may determine.

On Wednesday, January 8th, President Johnson delivered his first State of the Union message to a joint session of the Congress. Of major interest to librarians was the prominence Mr. Johnson gave to libraries and what the WASHINGTON POST newspaper referred to as "a massive program to cure the nation's ills at home and keep it strong abroad."

Besides gaining importance for being included in the State of the Union message, the role of libraries is made more significant by the facts that libraries were mentioned three different times during the message and by the audible emphasis and enthusiasm witnessed by visitors in the House galleries and radio and TV listeners and viewers.

In his introductory statement, the President said: "Last year's Congressional session was the longest in peacetime history. With that foundation, let us work together to make this year's session the best in history.

"Let this session of Congress be known . . . as the session which helped to build more homes, and more schools, and more libraries, and more hospitals than any other session of Congress in the history of our Republic."

On December 10th, the Higher Education Facilities Act of 1963 passed the Senate and was signed by President Johnson on December 16, 1964. In its final version, the Higher Education Facilities Act consists of three major titles. Title I provides $230,000,000 annually in grants for construction of undergraduate academic facilities.

Title II authorizes $25-60,000,000 in grants for construction of graduate academic facilities and cooperative graduate centers.

Title III provides $120,000,000 annually for loans for the construction of classrooms, laboratories and libraries.

Enactment of these two bills represents a wonderful advancement for education and for libraries. Their significance for Montana is great as well as for the rest of the nation. Congratulations are due everyone who worked so hard to pass these bills.

Ruth O. Longworth
Federal Coordinator

REPORT OF THE MONTANA STATE LIBRARY COMMISSION

We look back on a busy and satisfying year at the State Agency. The three federations are prospering; interest is high in some of the surrounding areas in joining these federations and in the five counties near Helena, there is a concerted effort to become the next area for a demonstration of library service. A group of 64 interested people gathered in Helena on March 15th to learn more about Montana's plan for library development and to investigate the posibilities of a federation with Helena as the Center and with Roger Spillers serving as coordinator.

Several counties are working for county-wide library service, in preparation for the future when they can become a part of a larger system of libraries.

The news of the passage of the expanded Library Services and Construction Act is tremendously stimulating. We will not know for some time what Congress will appropriate but there is every reason to hope that increased funds will be provided for library devleopment. The new Title II provides matching funds for library buildings. Montana's share will not be large, but at present two libraries have requests in for funds, when they are available.

A tabulation of statistics from July 1st through March 1st shows the following gratifying totals: 31,334 books have been circulated; 886 inter-library loans processed; 694 Talking Books for the blind mailed out; 2,933 books were processed bringing the total up to 59,945 volumes.

Mailing of materials has been considerable: 77,519 items have been mailed. This includes three issues of **Montana Libraries** and the monthly newsletter, plus book lists, the brochure **School and Public Library Services and Relationships,** prepared by Miss Miller and this office, 23,500 booklets which now accompany films and which include carefully selected bibliographies that tie in with the subject of the film, plus a new directory and a brochure on the history and services of the State Library Commission.

For the first time the published library statistics for the state now include school, university and public libraries. This will be a continuing practice of the Commission.

During the past eight months, the staff has made 54 consultative visits to libraries, held 353 conferences with groups and individuals, attended 93 meetings, plus 4 full day federation workshops.

We are extremely busy at Headquarters but there is great satisfaction in our endeavors. Daily the mails bring increasing evidence of concern for better library service and more books. We look ahead with confidence to a greatly improved library situation in the state. The important factor in securing this is the interest of the people and that we have to a gratifying degree.

Ruth O. Longworth
Librarian

REPORT ON NATIONAL LIBRARY WEEK—1964

This is the seventh annual observance of National Library Week in Montana and the slogan for this year is "Reading is the Key!" Each year the question arises at the state committee organizational meeting and in the local NLW meetings, what can we do this year that is unique and different? It seems to me that 1964 has produced some outstanding developments. There has been an added incentive from Grolier Incorporated to win $1,000 which will be given to the State Library Association which has the most effective statewide program. We are anxious to receive samples of material and accurate, descriptive accounts of everyone's activity so that the Executive Director will have fascinating events and material to submit in her state report.

This was the year that the Lincoln County Free Library in Libby was one of the top ten winners in the nation of the $1,500 award from the Book-of-the-Month Club. Librarian, Mrs. Robert Herrig, will receive the check and plaque from State Library Commission member, William L. Baillie of Great Falls, officially opening National Library Week on Sunday, April 12, 1964. Libby hoped to dedicate their new building on this date but it will not be ready for occupancy until May. The Great Falls Public Library and the Red Lodge Public Library will both feature authors at their banquets during the Week. Great Falls will hear Dorothy Johnson of "Hanging Tree" fame and Red Lodge has asked neighboring Wyoming author, Peggy Simson Curry to speak. Many libraries are using the Centennial theme in their teas, coffee hours and open houses. Stillwater County Library in Columbus has asked many "old timers" who homesteaded in that county to dress in the style of that era and pour at the tea.

The state-wide Jingle Contest was a tremendous success and produced 2,591 jingles from 1,344 participants. The contest publicity was culminated when the Montana State University Trio, directed by Professor Joseph Mussulman, taped and recorded the winning jingle, which was:

Read a book and you will find

A fuller life and a richer mind.

Great assistance was given in taping the jingle by Professor Colby of MSU. The jingle was used on Montana radio and TV stations to emphasize and proclaim the Week. All those who contributed in this communications feature can be justly proud of the very fine results for our first attempt at NLW subliminal advertising.

Many banks throughout the state inserted NLW bookmarks in their bank statements for the months of March and April. Several toastmasters clubs throughout the state used National Library Week as their topic during these two months. Thousands of the "In Montana, Happiness is a Library Card" brochure were distributed through the good offices of the public, school, college and university libraries, the home Demonstration Clubs, Toastmaster Clubs, the Kiwanis, the Historical Society, and various banks. TV prompt cards with the figure of Sally Brown of the PEANUTS cartoon, holding a library card and giving the NLW message will be used by Montana channels, as well as Spokane and Williston, North Dakota. De Lynn Colvert, a commercial artist from Missoula helped in their preparation. In the months since January, many, many publications have carried arresting articles or the NLW dates on their calendars.

A December report from the National Book Committee headquarters stated that: "the public is becoming greatly aware of the close tie between good library and reading resources and the well-being of the national community, and seems more determined than ever to unite in the common battle against ignorance and illiteracy." It continued saying that everywhere in the nation there were indications of increased registration, circulation and public support. Citizens everywhere have been most cooperative in agreeing to serve on the state and local NLW committees to further the development of library resources. This is especially true in Montana where representatives of organizations, academic personnel and lay people in every community have been most generous with the time and talents in helping librarians to celebrate the Week. There is an increasing awareness that there is a relationship between good library resources and the economic health of a locality. In 1885, James Russell Lowell said, "Reading is the Key . . . that enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all time." With so many more books at hand today, we can be sure this reading key is being turned over and over again here in Montana and throughout the nation.

Mrs. Barbara J. Houghton
Executive Director

REPORT OF THE PNLA REPRESENTATIVE

Dr. Sam Rothstein, President of PNLA has many excellent ideas for strengthening the Association and for dynamic programs, both at the time of the yearly conference and in regional institutes, to be held throughout the year. The theme of this year's conference (and this was also recommended as a permanent theme for PNLA) is continuing professional education. The emphasis will be on professional education for professional librarians. Dr. Rothstein says that he feels that PNLA should refocus its sights, that too many different things are undertaken and that the Association should pin point its efforts toward the continuing education of librarians.

This year we meet in beautiful Glacier Park at the Many Glaciers Hotel, Sept. 3-5. It is always a pleasure to have the Conference in Montana, for many more of us can go when the distance is not so great. We are all urged most cordially to attend.

It was my good fortune to attend the planning session for the new PNLA Trustees Division program at ALA in Chicago. Virginia Young, past president of The American Library Trustees Association will be the guest speaker and Don Wright, Executive Secretary of ALTA, will conduct the two sessions. Let us mark the date and be sure to be on hand, bringing as many trustees as we possibly can.

This is my final report to you as your PNLA Representative. It has been a pleasure to serve for the past two terms and I have enjoyed every minute of it.

Ruth O. Longworth
PNLA Representative

MONTANA LIBRARY ASSOCIATION
CONSTITUTION AND BYLAWS

Amended May, 1954
Amended September, 1956
Amended May, 1958
Amended May, 1959
Amended May, 1961
Amended May, 1962
Amended May, 1964

CONSTITUTION

ARTICLE I

Name

The name of this organization shall be the MONTANA LIBRARY ASSOCIATION.

ARTICLE II

Object

The object of this Association shall be to promote library interest and development and raise standards of library service in Montana.

ARTICLE III

Membership

Section 1: There shall be five classes of members: Active, Associate, Life, Institution, and Honorary Life.

Section 2: ACTIVE MEMBERS. Any person actually engaged in library work may become an active member of this Association and be entitled to all its privileges upon payment of the dues as provided in the Bylaws.

Section 3: ASSOCIATE MEMBERS. Any interested person or organization not actively engaged in library work may become an associate member upon payment of the dues as provided in the Bylaws and shall be entitled to all the privileges of this Association except the right to vote and to hold office.

Section 4: LIFE MEMBERS. Any person eligible for active membership may become a life member upon payment of the dues as provided in the Bylaws.

Section 5: INSTITUTIONAL MEMBERS. Any institution or association engaged in library work may become a member of this Association upon payment of dues as provided in the Bylaws.

Section 6: HONORARY MEMBERS. Upon recommendation of the executive board, the Association may, from time to time, elect honorary members who shall pay no dues but who shall be entitled to all the privileges of this Association except the right to vote and to hold office.

Section 7: MEMBERSHIP ELIGIBILITY. The executive board of this Association shall pass on the eligibility of all applicants for membership, in accordance with the provisions of the preceding sections of this article.

Section 8: VOTING PRIVILEGES. Each active, life, and institutional member of the Association in good standing shall be entitled to all voting privileges. The governing board of each institutional member may have, through a delegated representative, one vote on all questions which come before the Association.

ARTICLE IV

Officers

Section 1: NUMBER OF OFFICERS. The officers of the Association shall be a president, a vice-president who shall be president-elect, a secretary, and a treasurer. The officers, together with the past president, the representative to PNLA and the representative to ALA, shall constitute the Executive Board. The Librarian of the Montana State Library Commission shall be, **ex officio,** a member of the Executive Board, without the right to vote.

Section 2: TERM OF OFFICE. The term of office shall be one year with the exception that the office of Treasurer shall be for a two-year term, or until new officers are elected.

Section 3: DUTIES OF OFFICERS.

a. The president shall perform the duties that usually pertain to that office. In addition to his regular duties, he shall plan the program for the annual meeting and at that meeting he shall make a report to the members on the condition and affairs of the Association.

b. The vice-president shall perform the duties that usually pertain to that office.

c. The secretary shall keep a record of the proceedings of the annual meeting and of the meetings of the Executive Board and shall perform such other duties as shall be assigned to him.

d. The treasurer shall keep a roll of members, shall notify delinquent members of unpaid dues, shall receive all money, keeping an account thereof, pay all bills authorized by the Association or its Executive Board, preserve all official papers and vouchers, and make an annual report of all financial transactions. He shall be, **ex officio,** chairman of the membership committee.

ARTICLE V

Regional and National Representation

Section 1: REPRESENTATION IN THE PACIFIC NORTHWEST LIBRARY ASSOCIATION. An active member of this Association, who is also a member of PNLA, shall be elected as a non-officer Board member of the PNLA for a term of two years, beginning of such term to coincide with that of the officers of PNLA.

Section 2: REPRESENTATION IN THE AMERICAN LIBRARY ASSOCIATION. An active member of this Association, who is also a member of ALA shall be elected as ALA Council representative for a term of four years, beginning of such term to coincide with that of the officers of ALA.

Section 3: BOARD MEMBER OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION AND COUNCILOR OF THE AMERICAN LIBRARY ASSOCIATION. These members shall serve as representatives of the Montana Library Association to these respective organizations and shall from a liaison to interpret the wishes and policies of the Montana Library Association to these organizations, and of these organizations to the Montana Library Association. They shall each submit a written report at the annual meeting.

ARTICLE VI

Quorum

Ten members shall constitute a quorum of the association for the transaction of business.

ARTICLE VII

Amendments

This Constitution may be amended at any regular meeting of the Association by a two-thirds vote of those present and voting, provided that notice of the amendment shall have been given to all members of the Association at least three weeks prior to the meeting at which the vote is to be taken; or by ballot sent by mail recording a two-thirds vote from those returning ballots.

BYLAWS

ARTICLE I

Nominations and Elections

Section 1: NOMINATING COMMITTEE. The president shall appoint a Nominating Committee of three (3) members at least six months before the annual meeting. The past president shall be, **ex officio,** a member of this committee.

Section 2: CANDIDATES AND METHOD OF VOTING. The Committee shall nominate candidates for the several offices and shall present these to the members in a ballot distributed by mail at least six weeks before the annual meeting of the Association. The candidates receiving the highest number of votes shall be elected.

Section 3: ASSUMPTION OF OFFICE. The result of the election shall be announced at the annual meeting and the new officers shall assume office June first (1).

ARTICLE II

Year

The fiscal year of the Association shall be June 1 to May 31.

ARTICLE III

Dues

Section 1: Annual dues shall be due and payable on or before June 1. Any member whose dues are unpaid by January 1 in any fiscal year shall be deemed delinquent and shall cease to be a member of the Association.

Section 2: Dues shall be as follows:

a. For Active Members, dues shall be computed on a sliding scale scale based on the current annual salary received by the member.

Annual Salary	**Annual Dues**
Under $2400	$1.25
$2400-3599	2.00
$3600-4799	3.00
$4800-and over	4.00

b. For Associate Members $1.00 annually.
c. For Life Members $50.00.

d. For Institutional Members $5.00 annually.

ARTICLE IV

Meetings

Section 1: There shall be an annual meeting of the Association as hereinafter provided. Special meetings may be called by the Executive Board or by the president on request of six members of the Association. At least three weeks' notice of such special meetings shall be given, and only the business mentioned in the call shall be transacted.

Section 2: The annual meeting of the Association shall be held sometime during the first two weeks in May, the exact dates to be decided upon by January fifteenth of each year.

Section 3: At each annual meeting a registration fee shall be collected the amount to be determined by the Executive Board each year.

ARTICLE V

Committees

Section 1: STANDING COMMITTEES. The president shall appoint all standing committees subject to the approval of the Executive Board. Each committee shall consist of at least three members. There shall be the following standing committees:

a. MEMBERSHIP. The committee shall endeavor to enlist a large and active membership in the Montana Library Association.

b. PUBLICITY. The publicity committee shall see that the Association is represented in professional journals in the library field, and in news publications throughout the state; collect and assemble examples of publicity to be deposited with the Montana State Library Commission for circulation throughout the state or for exhibit at Montana Library Association meetings.

c. LEGISLATIVE COMMITTEE. The Committee shall consider all legislation pertaining to libraries in Montana and make recommendations to the Association. The Committee shall also make arrangements for the Association. The Committee shall also make arrangements for the Association to be represented during legislative sessions at which library legislation of interest to the Association is being considered.

d. MONTANA AUTHORS COMMITTEE. This Committee shall work closely with the P.N.L.A. Committee on Collection of Biographical Data on Northwest Authors and initiate and/or cooperate in any other studies concerned with Montana authors.

e. LIBRARY DEVELOPMENT COMMITTEE. This Committee shall work closely with the Montana State Library Commission to extend library service to all Montana citizens.

Section 2: SPECIAL COMMITTEES

a. The president shall apopint a conference chairman and at least two (2) more members from the hostess city to assist the president in executing the program for the annual meeting.

b. The president may, from time to time, appoint such other special committees as may seem desirable.

Section 3: COMMITTEE REPORTS. It shall be the duty of the standing and special committee chairmen to submit annual reports in writing at the annual meeting. If no annual meeting is held, reports shall be submitted to the president by May 1.

ARTICLE VI

Divisions

Section 1: FORMATION OF DIVISIONS. Upon recommendation of the Executive Board, a new division may be formed by not less than ten members by a majority vote of the members of the Association present and voting at any annual conference; provided that, at least six months prior to the annual conference, the ten or more members submit a petition for the formation of the division to the Executive Board, and signify their intention to become charter members; and provided also that those members submitting the petition be actively engaged in the work that will be the special field of interest of the division.

Section 2: OFFICERS. The officers of the division shall be a chairman, a vice-chairman who is chairman-elect, and any other officers provided for in the bylaws of the Division.

Section 3: EXECUTIVE BOARD. The ofifcers of the division and any other members provided for in the bylaws of the Division shall constitute the Executive Board of the division.

Section 4: MEETINGS. Annual meetings shall be held, concurrently with those of the Association.

Section 5: By June 15 of each year, the executive board of each division shall submit to the Executive Board of the Association a tentative budget for the support of that year's work; on the basis of this, and in the light of the Association's financial situation, the Executive Board of the Association shall allot a definite sum to each division, notification of the amount to be made to the division chairman by September 1.

ARTICLE VII

Parliamentary Authority

The rules contained in "Robert's Rules of Order, revised" shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with these Bylaws.

ARTICLE VIII

Amendment

These Bylaws may be amended by a two-thirds vote of those present and voting at any meeting of the Association.

MONTANA LIBRARY ASSOCIATION

COMMITTEE APPOINTMENTS—1964-1965

Conference Chairman
Natalie Sliepcevich

Program Chairman
Mrs. Ruth O. Longworth

Committee On Meeting Place
Mrs. Alice Newell, Chairman
Mrs. Mable Engelter
Mildred Valach

Library Development Committee
Mrs. Alma Jacobs
Mrs. Perl Coombs
Mary K. Dempsey
Mrs. Jean Davis
Mrs. Mable Engelter
Dorothy Gelhaus
Mrs. Mildred Grawe
Lesley Heathcote
Mrs. Inez Herrig
Margaret Hileman
Lawrence Hodges
Mrs. Letitia Johnson
Mrs. Bess Pittman
Mrs. Clare Smith
Mrs. Mary Antunes
William Rossiter
Mrs. Jeane Sturdivant
Evelyn Swant
Ann Whitmack
Elsie Lundborg
Mrs. Peg Gadbow
Alve Thomas
Mrs. Marie MacDonald
Mrs. Barbara Houghton
Natalie Sliepcevich
Kathleen Campbell, Ex-Officio
Mrs. Ruth O. Longworth,
Ex-Officio

Membership Committee
Mrs. Rita Nelson
Mrs. R. E. Musser
Eleanor Ivankovich
Lucie Reedy

Montana Author's Committee
Mrs. Mabel Brewer, Chairman
Mrs. Jean Davis
Doris Wilson

Nominating Committee
Natalie Sliepcevich, Chairman
Mrs. Lucille Anderson
Mrs. Florena Vinal

Publicity Committee
Mrs. Kay Courtnage, Chairman
Mrs. Irene Greenleaf
Mrs. Marlys Wirtzberger

Constitution Committee
Lesley Heathcote, Chairman
Mrs. Helen Ewing

Scholarship Committee
Mrs. Alma S. Jacobs, Chairman
Lesley Heathcote

National Library Week
Mrs. Barbara Houghton,
Executive Director

Exhibits Committee
Mrs. Beatrice Eigher, Chairman

Legislative Committee
Mrs. R. D. Warden, Chairman

Committee for Central Distribution of State Documents
Lucile Speer, Chairman
Mary Dempsey
Mrs. Ruth O. Longworth

Committee On Local History Sources
Mrs. Marie MacDonald,
Chairman
Kathleen Campbell
Mrs. Jean Davis
Lesley Heathcote
Mary Dempsey

Coffee Hour Committee (for PNLA)
Elsie Lundborg, Chairman
Lucille Anderson
Natalie Sliepcevich
Mrs. Ruth O. Longworth

Division Chairmen
School Library Division
Eleanor Ivankovich

Trustees and Friends Division
Mrs. R. E. Musser, Chairman

The College & Research Librarians decided against becoming a Division but have named for their group, Mrs. Lucie Reedy, Chairman.

Awards and Honors Committee
Mrs. Margaret Camm, Chairman
Mrs. Robert Bemis
Mrs. C. G. Johnson

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MONTANA LIBRARY ASSOCIATION OFFICERS

1963-1964

President	Natalie Sliepcevich
Vice-President	Roger Spillers
Secretary	Mrs. Constance Piccioni
Treasurer	Mrs. Rita Nelson
A.L.A. Councilor	Kathleen Campbell
P.N.L.A. Representative	Mrs. Ruth O. Longworth

NEW OFFICERS, 1964-1965

President	Roger Spillers
Vice-President	Mrs. Lucille Anderson
Secretary	Mrs. Mabel Brewer
Treasurer	Mrs. Rita Nelson
Past President	Natalie Sliepcevich
A.L.A. Councilor	Kathleen Campbell
P.N.L.A. Representative	Mrs. Alma S. Jacobs

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